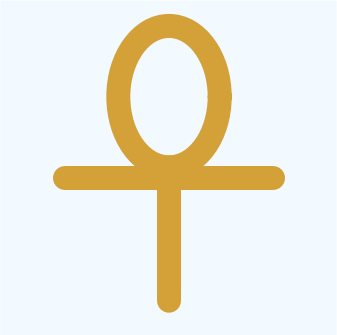
ENKI



The Tom Tom Christian Edition

Creation, Knowledge, Wisdom and Love

By Counsellor Tomass J. Wood

The Tom Tom Universe

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About this edition

This is a Christian-inspired adaptation of ENKI, not a replacement for the Christian Bible. It centres worship on the God of the Christian Bible. The original imaginative narratives, reincarnation themes and alternative cosmology are authorial spiritual interpretations, not established biblical doctrine or scientific findings. Historical discussion of other religions is retained as context, not worship.

Editorial note: The supplied export began with a duplicated ending and lacked the opening of Chapter 1. Chapter 1 has been reconstructed, the duplicate removed, and the headings of Books I and II restored. Selected chapters concerning ancient deities and astrology have been rewritten as Christian reflections. Other original passages have been retained; this is not a complete theological rewrite.

The Five Commandments of Love

Love yourself and recognise your worth.

Love others as you would wish to be loved.

Speak truthfully and act with kindness.

Forgive, learn and give people the opportunity to grow.

Protect life, care for the world and help those in need.

BOOK I – BEFORE CREATION

Chapter 1 – The Great Mystery

In the beginning, God created the heavens and the earth. This Christian-inspired edition begins with the mystery of creation and the responsibility to live with love. The world invites curiosity, humility and gratitude. Knowledge becomes wisdom when it is used to protect life and serve others.

Chapter 2 – The First Division The first great question of creation is how one existence became many.

How did the universe develop into stars, planets, oceans, living things and conscious beings?

Science explores this through cosmology, physics, biology and the study of evolution.

Spiritual traditions explore it through stories of divine intention, creation and the relationship between the Creator and creation.

ENKI considers both approaches.

It does not require us to abandon questions or evidence. Instead, it invites us to consider whether scientific understanding and spiritual reflection can occupy different but meaningful places in our search for truth.

The universe is vast. Our understanding remains incomplete.

Perhaps humility is the first requirement of wisdom.

Chapter 3 – The Garden of Eden In the traditional biblical account, Eden is described as a garden created by God, a place of abundance and innocence in which the first human beings lived.

The story has inspired generations of religious, philosophical and historical interpretation.

In the spiritual cosmology explored in ENKI, Egypt is considered the Garden of Eden.

Egypt becomes the setting for the earliest sacred landscape: a place of water, fertile ground, monumental guardians, divine symbolism and the beginnings of human knowledge.

The Nile, its fertile banks and the extraordinary monuments of ancient Egypt provide the physical landscape for this interpretation.

The Garden is not merely a place in this account. It represents the condition of humanity before the full awakening of knowledge: a world in which existence, nature and the divine are understood as intimately connected.

The question becomes whether humanity's departure from Eden was a geographical journey, a spiritual transformation, or a story that carries both meanings.

Chapter 4 – The Four Guardians At the four corners of the sacred Garden stood four monumental guardians.

In the mythology of ENKI, they represented protection, knowledge, authority and the relationship between humanity and the divine.

The first guardian was a powerful crocodile-headed figure. In one hand it held the sacred representation of Enki; in the other, a sceptre representing authority and the ordering of the world. Its form combined the power of the river, the mystery of creation and the responsibility of guardianship.

The second guardian represented the strength of the lion: courage, protection and the power to defend the sacred ground.

The third represented the wisdom of the human form: consciousness, memory, learning and the ability to question.

The fourth represented the sky and the heavens: the connection between the earthly world and the greater universe.

Together, the four guardians marked the boundaries of the Garden.

In this spiritual account, the surviving Sphinx is interpreted as a monument whose original meaning and form have been altered. A second buried monument is also considered part of this tradition.

These interpretations are not established archaeological conclusions. They are part of the symbolic world being explored in ENKI.

The four guardians remind us that knowledge, power, courage and wisdom must remain in balance.

BOOK II – THE TREE OF KNOWLEDGE

Chapter 5 – The Tree of Knowledge At the centre of the Garden stood the Tree of Knowledge.

It was no ordinary tree in the spiritual understanding explored in ENKI. It represented the boundary between innocence and awareness, between accepting the world as it appeared and beginning to question the nature of existence.

Its branches reached towards the heavens, while its roots travelled deep into the earth.

The tree carried two meanings.

The first was knowledge itself: the ability to understand, reason, remember, question and discover.

The second was responsibility: the understanding that knowledge changes the person who receives it.

To know something is not simply to possess information. Knowledge changes the way we see ourselves, other people and the world.

The traditional biblical account describes the Tree of the Knowledge of Good and Evil. Its fruit is forbidden to Adam and Eve, and eating it changes their understanding of themselves.

ENKI explores this story as an account of humanity's awakening.

Perhaps the forbidden fruit represents the moment humanity began to understand that it could make choices, question authority and determine its own path.

But knowledge has consequences.

It can liberate or imprison. It can heal or destroy. It can be used to protect the vulnerable or to control them.

The tree therefore asks a question that remains relevant today:

Can humanity become wise enough to use the knowledge it discovers?

Chapter 6 – The Fruit and the Mushroom The traditional story speaks of fruit growing upon the Tree of Knowledge.

In the spiritual interpretation developed in ENKI, the fruit also becomes a symbol of the natural world and its ability to change human consciousness.

Mushrooms have occupied important places in human cultures for thousands of years. Some have been used as food, some in traditional medicine, and some psychoactive species have played roles in particular religious and ceremonial practices.

Their effects can be powerful. Some mushrooms alter perception, emotions and the experience of time. Others are poisonous and potentially fatal.

ENKI considers whether ancient stories about forbidden knowledge might also preserve symbolic memories of humanity's encounters with unusual plants and fungi.

This is a question for exploration, not an established explanation of the biblical story. There is no conclusive evidence that the biblical fruit was a mushroom or that a mushroom ceremony took place in Eden.

But the symbolism is worth considering.

The mushroom emerges from the darkness of the earth. It appears suddenly, grows in hidden places and has forms that can seem extraordinary.

It reminds us that nature contains things humanity has not always understood.

The lesson is not that altered consciousness automatically brings truth.

An unusual experience can feel profound without proving that everything experienced is literally true. Understanding requires reflection, careful judgement and evidence.

Knowledge must be approached with respect.

The Tree of Knowledge therefore represents more than the discovery of something hidden. It represents the responsibility to understand what we discover.

Chapter 7 – Lucy, the Tempter In the traditional Christian tradition, Lucifer is associated with rebellion, pride and temptation.

The figure has developed through centuries of religious interpretation, literature and popular imagination.

In ENKI, the name Lucy is used as a character representing the temptation to seek knowledge without considering its consequences.

Lucy was not simply a creature of darkness.

Lucy represented a challenge.

The challenge was to question what had been accepted, to look beyond the boundaries of the Garden and to consider whether the world contained truths that had been withheld.

Lucy approached David and spoke about the Tree of Knowledge.

“Why should you remain without understanding?”

Lucy asked. “Why should you accept that there are questions you must never ask?”

David looked towards the tree.

“Perhaps there are things we are not ready to understand,” David replied.

“And perhaps,” Lucy said, “you will never be ready unless you begin.”

The temptation was not merely to eat something forbidden.

It was the temptation to discover.

But there was another danger.

Lucy encouraged David to believe that knowledge itself would provide power, certainty and freedom.

That was the mistake.

Knowledge can open a door, but it cannot guarantee wisdom.

A person may understand the world and still fail to understand themselves.

A person may possess extraordinary intelligence and still act without compassion.

The central question was not whether David should seek knowledge.

It was what David would do with it.

Chapter 8 – David and the Choice David stood before the Tree of Knowledge.

In the mythology of ENKI, David carries the soul associated with Eve in the ancient Garden story.

The name is different, the outward identity is different, but the underlying spiritual connection is presented as part of the book's reincarnation tradition.

David considered Lucy's words.

He looked at the fruit and wondered what lay beyond the understanding he had been given.

He knew that choosing to eat would change something.

He also knew that remaining ignorant would mean never discovering what might be possible.

Eventually, David reached towards the tree.

The choice was made.

In the traditional biblical account, Eve eats the fruit and shares it with Adam. Their eyes are opened, and they become aware of their nakedness.

In ENKI, the moment represents the beginning of a new relationship between humanity and knowledge.

The Garden had once represented innocence.

Now it represented a world in which human beings understood that their actions had consequences.

They could distinguish between kindness and cruelty, truth and deception, responsibility and selfishness.

They could make choices, but they could also make mistakes.

The awakening brought freedom, but freedom brought responsibility.

The story does not need to portray David as evil for making a choice. Nor does it need to portray the pursuit of knowledge as inherently wrong.

Instead, it asks whether humanity can learn to carry knowledge without becoming arrogant.

Chapter 9 – Adam and the Returning Soul The traditional account places Adam alongside Eve in the Garden of Eden.

In the spiritual cosmology of ENKI, Adam is associated with Jayzee.

The story explores the idea that the soul associated with Adam would return through another life, eventually becoming Jayzee.

Likewise, David carries the soul associated with Eve.

These identities are understood through reincarnation: the belief that a soul can experience more than one physical lifetime.

Reincarnation appears in several religious and philosophical traditions, although it is understood differently across them. It is not a universally accepted belief, and there is no conclusive scientific proof that the same souls return in the specific way described here.

Within ENKI, however, this idea provides a central connection between the ancient Garden and the later life of Jayzee.

Adam and Eve are not simply figures from a distant beginning.

They represent the first expression of two souls whose story continues through time.

Their relationship becomes a way of exploring recurring themes: knowledge, love, temptation, responsibility, loss, forgiveness and the possibility of spiritual growth.

If a soul returns, does it return to repeat its mistakes?

Or does each lifetime offer another opportunity to understand what was not understood before?

Perhaps the purpose of the journey is not to remember every detail of a previous life.

Perhaps it is to become more compassionate, more thoughtful and more capable of choosing love.

Chapter 10 – The Departure from Eden The traditional biblical story describes Adam and Eve leaving the Garden after eating from the Tree of Knowledge.

They are no longer permitted to remain in Eden.

The story has often been understood as a punishment for disobedience. It has also been interpreted symbolically as an account of humanity leaving innocence and entering a world of responsibility, struggle and mortality.

In ENKI, the departure represents the beginning of humanity's independent journey.

The Garden was no longer a place where every answer was provided.

Beyond its boundaries lay uncertainty, hardship, discovery and change.

Human beings would have to learn how to build communities, find food, protect one another and understand the natural world.

They would have to decide what kind of people they wished to become.

The loss of innocence was not the loss of all goodness.

It was the beginning of moral responsibility.

Humanity could now choose to care or to exploit, to create or to destroy, to share or to take.

The Garden remained important because it represented the connection between life, nature and the divine.

But the real test would take place beyond its boundaries.

Chapter 11 – The Knowledge That Must Be Earned The story of Eden is often treated as a warning against seeking knowledge.

ENKI approaches it differently.

Knowledge is not the enemy.

The danger lies in believing that knowledge makes a person superior to others.

The pursuit of knowledge should lead to greater responsibility, not greater arrogance.

A person who understands the natural world should seek to protect it.

A person who understands the human mind should seek to reduce suffering.

A person who discovers power should ask how that power might affect others.

A person who believes they have found spiritual truth should remain willing to question their own conclusions.

This is the difference between information and wisdom.

Information tells us what we have discovered.

Wisdom helps us decide what to do with it.

The Tree of Knowledge therefore remains alive as a symbol.

Every generation approaches its branches.

Every generation must decide what to do with what it learns.

And every generation must answer the same question:

Will knowledge make us more powerful, or will it make us more loving?

The central teaching of Book II Knowledge opens the door. Responsibility determines what we do after entering. Wisdom reminds us that love must guide everything we learn.

BOOK III ENKI AND THE ANCIENT WORLD

Chapter 12 – The Name ENKI

ENKI is the title of this work, not a name by which readers are asked to worship God. This edition is centred on the God of the Christian Bible, the Creator of heaven and earth. Wisdom is a gift to be exercised with humility, and knowledge must serve love.

Chapter 13 – The World of the First Civilisations The ancient world was not a single civilisation with one language, one religion or one understanding of creation.

It was a collection of societies, each developing its own ways of understanding the universe.

In Mesopotamia, the Sumerians developed some of the earliest known cities and systems of writing.

In Egypt, communities along the Nile developed one of the world's most recognisable ancient civilisations.

Across the Indus Valley, people built carefully planned settlements.

In China, early dynasties developed their own systems of government, philosophy and spiritual practice.

These societies traded, travelled, fought, exchanged ideas and influenced the regions around them.

They watched the heavens, measured time, built monuments and developed explanations for the mysteries of existence.

The ancient world was not primitive in the sense that people lacked intelligence.

They were human beings with extraordinary curiosity, practical skill and imagination.

Their understanding differed from ours because they worked with different tools, different evidence and different systems of explanation.

ENKI considers whether some of their religious stories preserve symbolic memories of humanity's relationship with nature, knowledge and power.

It also recognises that each civilisation deserves to be understood on its own terms.

Chapter 14 – Egypt, the Garden of Eden In the spiritual cosmology of ENKI, Egypt is identified with the Garden of Eden.

This interpretation places the ancient Nile landscape at the centre of the creation story.

The Nile was the source of life for Egyptian civilisation.

Its annual flooding brought water and fertile soil to the surrounding land. Agriculture developed along its banks, supporting communities, towns, temples and eventually a powerful state.

The river connected people, places and resources.

To those who depended upon it, the Nile was not merely a geographical feature.

It was the foundation of life.

The Egyptian landscape contained extraordinary contrasts: fertile green land beside the desert, the movement of water beside the stillness of stone, the daily rising and setting of the sun, and the immense night sky.

These features gave ancient Egyptians a powerful natural world through which to understand creation, death and renewal.

In ENKI, this landscape becomes the setting of Eden.

The Garden is imagined as a sacred environment in which humanity lived close to the natural world and the divine.

The Nile represents the life-giving waters.

The fertile land represents abundance.

The desert represents the unknown beyond the familiar world.

The monuments represent humanity's attempt to preserve knowledge across generations.

This is the central image of Egypt within ENKI: a sacred garden surrounded by the mysteries of existence.

It is a spiritual identification, not an established archaeological conclusion that Egypt was the geographical location of the biblical Garden of Eden.

Chapter 15 – The Four Corners In the creation mythology of ENKI, the Garden was protected by four great guardians.

They stood at its four corners, marking the boundaries of the sacred landscape.

Each represented a different aspect of existence.

The first was the guardian of water and creation.

The second was the guardian of strength and protection.

The third was the guardian of human understanding.

The fourth was the guardian of the heavens.

Together, they represented a complete system of balance.

Water without protection could be lost.

Strength without wisdom could become destructive.

Knowledge without responsibility could become dangerous.

And a connection to the heavens without care for the Earth could leave humanity disconnected from the life that sustained it.

The four guardians therefore represented four responsibilities:

To preserve life.

To protect what is vulnerable.

To seek understanding.

To remain connected to the greater mystery of existence.

In this spiritual account, their monuments were positioned at the corners of the Garden as a symbolic arrangement.

The four figures are part of the mythology of ENKI.

Their existence as a historical group of four Egyptian monuments has not been established by archaeological evidence.

Chapter 16 – The Guardian of the Waters

The guardian is an imagined monument representing our responsibility to protect water and life. It is not an object of worship. God alone is the Creator; humanity is entrusted with the care of creation. The river reminds us that clean water is essential to every community.

Chapter 17 – The Guardian of Strength The second guardian represented the lion.

Its body was powerful, its posture commanding and its presence unmistakable.

The lion had long been an important symbol in ancient cultures.

It represented courage, kingship, protection and the power to defend a community.

In the mythology of ENKI, this guardian stood for the strength required to protect life.

But strength was not understood as the ability to dominate.

True strength was the ability to defend those who could not defend themselves.

It was the courage to speak when others were frightened.

It was the willingness to stand against cruelty.

It was the discipline to use power carefully.

The lion guardian therefore represented strength guided by compassion.

Chapter 18 – The Guardian of Human Understanding The third guardian carried the form of a human being.

Its face represented the human capacity to think, remember, question and imagine.

Human consciousness remains one of the great mysteries of existence.

We can observe the world, but we can also reflect upon our own thoughts.

We can remember the past, imagine the future and ask why we are here.

We can create music, mathematics, language, art and stories.

We can consider whether our actions are right or wrong.

In ENKI, the human guardian represented this extraordinary ability.

It also represented the responsibility that comes with it.

Intelligence alone does not make someone wise.

A person may be clever and still be cruel.

A person may possess knowledge and still refuse to understand another human being.

The guardian therefore represented the development of conscience.

Its message was that the human mind should become an instrument of understanding rather than control.

Chapter 19 – The Guardian of the Heavens The fourth guardian represented the heavens.

Its form was associated with the sky, the movement of the stars and the vastness beyond the Earth.

Ancient people observed the heavens with extraordinary care.

They followed the movement of the Sun and Moon, recognised patterns in the stars and developed calendars to guide agriculture, ceremonies and daily life.

The heavens offered a sense of order beyond the immediate human experience.

They also reminded people of their smallness.

No individual could command the stars.

No king could stop the movement of the heavens.

No human being could claim complete knowledge of the universe.

In ENKI, this guardian represented humility before existence.

It stood for the recognition that humanity was part of something much greater than itself.

Its message was simple:

Look upwards, remain curious and never mistake what you know for everything there is to know.

Chapter 20 – The Sphinx and the Question of the Original Form One of the most recognisable monuments of ancient Egypt is the Great Sphinx of Giza.

It has the body of a lion and the head of a human being.

It stands on the Giza Plateau, close to the pyramids.

The Sphinx is generally associated with ancient Egyptian royal power and the reign of Pharaoh Khafre, although aspects of its date, construction and original purpose continue to be discussed by researchers.

Its present form is not that of a crocodile-headed guardian.

In the spiritual interpretation of ENKI, however, the Sphinx becomes significant because it represents the possibility of an older symbolic tradition being changed or reinterpreted over time.

The book explores the idea that the surviving monument may be understood as a transformed representation of one of the original guardians.

This is a spiritual hypothesis, not an established archaeological finding.

The distinction between the monument we can examine and the earlier form imagined in this mythology is important.

The physical Sphinx can be studied through its geology, construction, inscriptions, restoration history and archaeological context.

The proposed crocodile-headed original belongs to the mythology of ENKI.

The two can be explored together without pretending that one has already been proved by the other.

Chapter 21 – The Second Buried Guardian The mythology of ENKI also includes a second monumental figure, believed within this spiritual account to lie buried beneath the landscape.

It is described as another guardian whose original form has been obscured or altered.

Its imagined presence raises questions about what may remain beneath ancient landscapes and how much of the past has been lost, buried, damaged or forgotten.

Egypt contains many buried archaeological remains.

Excavations have revealed temples, tombs, settlements, objects and structures that had been hidden for centuries.

But the specific second guardian described in ENKI has not been verified through published archaeological evidence.

For that reason, this book treats it as part of its spiritual tradition rather than presenting its location or existence as established fact.

The important symbolic question is what happens when a civilisation loses the meaning of its own monuments.

A structure may remain standing while its original purpose is forgotten.

A symbol may survive while its meaning changes.

A story may be passed from generation to generation until people can no longer distinguish the original account from later interpretation.

The second guardian represents this possibility: the idea that the meaning of the ancient world may be more complicated than the explanations currently available.

Chapter 22 – Stone, Memory and the Passage of Time Why did ancient people build such enormous monuments?

Why did they carve their beliefs into stone?

Why did they construct temples, tombs and statues that required extraordinary effort?

Part of the answer lies in the importance of memory.

Stone offered permanence.

A monument could outlive the person who commissioned it, the ruler who built it and the society that gave it meaning.

It could communicate power, religious belief, political authority and cultural identity.

But stone could also be damaged.

Floods, earthquakes, weathering, conflict, reuse and deliberate destruction changed ancient monuments over time.

Some structures were dismantled.

Some were buried.

Some were adapted to new religious or political purposes.

Some were restored according to later understandings of what they were supposed to represent.

The ancient world was therefore never completely still.

It was continually being changed by the people who lived within it.

ENKI asks the reader to consider whether our understanding of ancient monuments is ever complete.

We should study the evidence carefully, preserve what remains and remain open to new discoveries.

But we must also recognise the difference between an unanswered question and proof of a particular explanation.

Chapter 23 – The Garden Within The Garden of Eden can be understood as a place in a religious story, a spiritual symbol or a representation of humanity's relationship with nature.

In ENKI, Egypt provides the sacred landscape for this interpretation.

The Nile represents life.

The four guardians represent balance.

The Tree of Knowledge represents awakening.

The monuments represent memory.

And the Garden itself represents the connection between humanity, nature and the greater mystery of existence.

But perhaps the most important part of Eden was never the stone, the statues or the landscape.

Perhaps it was the relationship between living things.

A garden requires care.

It cannot remain healthy if everything within it is taken and nothing is returned.

It requires balance, patience and understanding.

Humanity has always depended upon the natural world.

Our food, water, shelter and physical existence are connected to the Earth.

If the Garden represents anything worth preserving, it must include the responsibility to care for the world we inhabit.

The central teaching of Book III The ancient world left humanity monuments, stories and questions. We should investigate them with open minds, respect the evidence and remember that knowledge is most valuable when it helps us protect life.

BOOK IV THE ANCIENT WORLD AND THE STORY OF HUMANITY

Chapter 24 – Humanity's Search for God

Throughout history people have sought explanations for existence. This Christian reflection begins with the conviction that there is one Creator. We can study the history of human belief without adopting its objects of worship. The first commandment in Exodus calls believers to put God first.

Chapter 25 – Creation and Human Humility

Human beings have long wondered about their origins. Genesis describes creation as the work of God. Speculation about hidden creators is not established knowledge. Let curiosity be accompanied by humility, and let our understanding lead to care for others.

Chapter 26 – God, the Source of Wisdom

The Christian tradition looks to God as the source of wisdom. James 1:5 encourages those who lack wisdom to ask God. Wisdom is not a means of controlling others; it is a responsibility to act justly, protect life and show compassion.

Chapter 27 – The Creation of Humanity

Genesis describes humanity as made in the image of God. Every person therefore deserves dignity, regardless of ability, wealth or social position. The image of dust and breath reminds us of our dependence upon creation and the preciousness of life.

Chapter 28 – Dust and Breath

Genesis 2:7 describes God forming the human being from the dust of the ground and giving the breath of life. Our bodies depend upon water, air and nourishment. Let this dependence teach us gratitude and responsibility for the world we inhabit.

Chapter 29 – The Flood Flood stories appear in several ancient traditions.

One of the most important Mesopotamian examples is the story of Utnapishtim in the Epic of Gilgamesh.

An earlier related tradition appears in the story of Atrahasis.

In these accounts, a great flood threatens humanity.

A man receives a warning and builds a vessel to survive the disaster.

The biblical story of Noah contains familiar themes: divine warning, a great flood, a vessel, the survival of life and a new beginning.

The similarities have been studied extensively by historians of ancient literature.

They demonstrate that flood narratives were part of the storytelling world of the ancient Near East.

The stories may have been influenced by memories of destructive floods, the importance of rivers and the ways ancient communities understood catastrophe.

The flood also carries a powerful symbolic meaning.

It represents the destruction of an existing order and the possibility of beginning again.

In ENKI, the flood becomes a reminder that human civilisation is vulnerable.

Our buildings, possessions and political systems cannot protect us from every force of nature.

We must respect the natural world and recognise our dependence upon it.

Chapter 30 – The Tower and the Many Languages The biblical story of the Tower of Babel describes humanity attempting to build a great tower reaching towards the heavens.

God confuses the people's language, and they become unable to understand one another.

The story offers an explanation for the diversity of human languages and the dispersal of communities.

It can also be read as a warning about collective ambition without humility.

Human beings can achieve extraordinary things when they work together.

But ambition can become dangerous when people believe themselves to be beyond limits.

The tower represents the desire to reach the heavens through human achievement.

Its destruction represents the difficulty of maintaining unity when communication breaks down.

In ENKI, this story connects with the wider theme of language.

Language allows us to share knowledge, express love, preserve memories and develop civilisation.

But language can also divide.

Words can create understanding or encourage hatred.

Different languages should not be treated as barriers to human worth.

They are different ways through which people express their experiences of life.

Chapter 31 – The Gods, the Kings and Authority Ancient rulers frequently connected their authority with the divine.

Kings built temples, commissioned monuments and presented themselves as protectors of religious order.

In some traditions, rulers were described as chosen by the gods.

In others, kings were understood to possess divine qualities or a special relationship with particular deities.

Religion and political power were often closely connected.

This relationship could provide stability and a shared sense of identity.

It could also be used to justify inequality, conquest and control.

ENKI considers the responsibility that comes with authority.

A ruler may claim to speak for the divine, but that claim does not automatically make every action righteous.

The moral value of authority must be considered through its consequences.

Does it protect people?

Does it provide justice?

Does it care for the vulnerable?

Does it allow people to live with dignity?

Power should never be treated as proof of goodness.

Chapter 32 – What the Ancient Stories Leave Us The ancient stories do not all agree.

Their gods have different names, different relationships and different responsibilities.

Their creation accounts use different images.

Some describe humanity emerging from clay.

Others describe divine words, cosmic waters, breath or the separation of heaven and Earth.

Yet many of these traditions explore similar questions.

Where did life begin?

Why does suffering exist?

What happens after death?

What is the responsibility of those who hold power?

How should human beings live together?

The stories are valuable because they reveal what mattered to the people who told them.

They also show that humanity has never stopped searching for meaning.

ENKI does not ask the reader to accept every ancient story as literal history.

It asks the reader to study, compare, question and reflect.

The ancient world offers a remarkable inheritance, but understanding it requires care.

We must distinguish the words found in ancient texts from modern interpretations, and historical evidence from spiritual belief.

That distinction does not make spiritual exploration less meaningful.

It makes the search for truth more honest.

The central teaching of Book IV The ancient gods and creation stories reveal humanity's long search for understanding. We should explore them with curiosity, respect their historical origins and use what we learn to build a more compassionate world.

ENKI

BOOK V – THE SOUL, DEATH AND REINCARNATION The journey of the soul, the purpose of existence and the eternal nature of love.

By Counsellor Tomass J. Wood This book explores the spiritual understanding of existence within ENKI, including the returning souls of Adam and Eve through Jayzee and David.

It presents reincarnation and life beyond death as spiritual beliefs rather than established scientific facts.

Chapter 33 – What Is a Soul?

Before humanity could understand the heavens, it first had to understand itself.

What makes us who we are? Are we simply the bodies we inhabit, the thoughts that pass through our minds and the memories we collect throughout our lives? Or is there something deeper within us, something that exists beyond our physical appearance?

Within the spiritual teachings of ENKI, the soul is understood as the deepest part of our existence.

The body is our temporary home, the mind is our instrument of understanding, and the soul is the essence of our spiritual identity.

Our bodies change. Our knowledge develops. Our emotions rise and fall. Yet throughout these changes, we experience a continuing sense of being ourselves.

Many ancient civilisations believed that something of the individual continued beyond physical death.

The ancient Egyptians described several aspects of spiritual identity, including the Ka and the Ba.

Hindu traditions speak of the Atman, whilst Christianity and Islam teach that human existence continues beyond earthly life.

Although these traditions differ considerably, they share a profound question: is physical existence the entirety of who we are?

ENKI invites humanity to explore that question with curiosity, humility and love.

The value of a soul is not measured by wealth, intelligence, physical appearance, authority or social standing. Every human being possesses equal dignity and deserves the opportunity to experience love, understanding and belonging.

Chapter 34 – Adam and Eve: The Beginning of the Journey Within ENKI, Adam and Eve represent the beginning of humanity's spiritual journey towards understanding.

The Garden of Eden, spiritually associated with ancient Egypt in this account, represents a place of innocence, abundance and connection with creation.

Adam and Eve lived within a world they had not yet fully understood. They possessed the ability to experience existence, but their understanding of responsibility, suffering, temptation and consequence was still developing.

The Tree of Knowledge represented the doorway between innocence and awareness.

Lucy introduced temptation into this world.

Knowledge became something that could be pursued without necessarily understanding its consequences.

The departure from the Garden therefore represents more than disobedience. It represents humanity's transition into a world where choices carry responsibility.

Humanity would now have to discover the difference between knowledge and wisdom, between desire and love, and between power and responsibility.

Within the spiritual narrative of ENKI, the journey of Adam and Eve did not end with their departure from the Garden. Their souls continued their journey through existence, returning in different lives and circumstances.

Their story became a continuing exploration of what humanity must learn.

Chapter 35 – David and the Returning Soul of Eve Within the cosmology of ENKI, David carries the returning soul associated with Eve.

The physical identity changes, but the spiritual journey continues.

David's experiences represent the continuing struggle between curiosity, temptation, desire and understanding. Lucy's temptation through the Tree of Knowledge and its mushrooms forms part of this spiritual narrative, illustrating the danger of pursuing experiences without fully understanding their consequences.

Knowledge can illuminate the mind, but it can also overwhelm it. Curiosity can lead towards discovery, but it must be accompanied by discernment.

David's journey is not intended to portray Eve as the source of humanity's suffering. Nor should the ancient story be used to place blame upon women.

Instead, David represents a soul continuing to learn through experience.

The mistakes of one lifetime do not need to define the entirety of existence. Growth becomes possible when we recognise our mistakes, accept responsibility and choose a different path.

The returning soul is not condemned to repeat its failures. It is offered another opportunity to understand.

Chapter 36 – Jayzee and the Returning Soul of Adam Within ENKI, Jayzee carries the returning soul associated with Adam.

Where Adam's journey began within the abundance of the Garden, Jayzee's earthly journey began in considerably humbler circumstances.

Born to Mary and Jo, Jayzee experienced poverty, hunger, affection, hardship and the importance of family.

His early life would teach him lessons that could not be understood through knowledge alone.

He would experience the warmth of being loved and the devastation of losing those who loved him. He would encounter kindness and cruelty, generosity and selfishness, forgiveness and betrayal.

Through his relationship with John, known within ENKI as Metatron, Jayzee would begin exploring the deeper questions of existence.

Why do people hurt one another?

Why does humanity create suffering when it possesses the ability to create happiness?

Why do people seek power when what they often need most is love?

Jayzee's journey was not simply about teaching humanity. It was also about discovering himself.

His spiritual development would come through listening, questioning, observing and experiencing the world around him.

Within this account, the returning soul of Adam would discover that humanity's greatest achievement was not the acquisition of knowledge, but learning how to use knowledge with compassion.

Chapter 37 – Why Souls Return Reincarnation is the belief that some aspect of our spiritual existence continues through more than one physical lifetime.

It has appeared in numerous religious and philosophical traditions throughout history, particularly Hinduism, Buddhism, Jainism and certain ancient Greek philosophical schools, although their understandings differ.

Within ENKI, reincarnation represents the continuing opportunity for spiritual development.

Earthly existence provides experiences through which individuals may develop understanding, empathy, patience, courage and compassion.

However, suffering should never be interpreted as proof that somebody deserves punishment for a previous life.

A child experiencing cruelty has not earned that cruelty. A person experiencing illness has not necessarily failed spiritually. Poverty is not evidence of an inferior soul.

Humanity has a responsibility to reduce suffering wherever possible.

Within ENKI, the purpose of returning is not punishment, but the opportunity to grow.

Every lifetime becomes another chapter in the spiritual story of existence.

Chapter 38 – Memory, Identity and Forgetting If souls return, why do we not ordinarily remember our previous lives?

This question has occupied spiritual thinkers for centuries.

Within ENKI, forgetting represents the opportunity to experience a new life without being entirely governed by the experiences of another.

A new childhood brings new relationships, circumstances and opportunities for understanding.

However, human memory is complex. Dreams, imagination, emotional experiences and unconscious associations can create powerful feelings of familiarity.

A feeling of recognition does not, by itself, establish that somebody has lived before.

Spiritual exploration should therefore be accompanied by careful reflection and an openness to alternative explanations.

We do not need to establish who we might have been in another lifetime to understand the importance of who we are today.

Our present responsibilities remain real.

The people around us deserve kindness. Our children deserve protection. Our communities deserve honesty. Our world deserves care.

Whatever the nature of the soul, our actions within this lifetime matter.

Chapter 39 – Death as a Threshold Death has been one of humanity's greatest mysteries since the beginning of recorded civilisation.

Ancient Egyptians prepared elaborate burial chambers. Other cultures developed ceremonies, prayers and traditions through which they honoured those who had died.

Behind these practices lies a deeply human desire to understand whether separation is permanent.

Within ENKI, death is understood spiritually as a threshold rather than the destruction of existence.

The physical body reaches the end of its journey, whilst the soul is believed to continue beyond it.

This belief offers hope to those experiencing grief, although nobody can establish with certainty what happens to consciousness after death.

Grief remains a natural expression of love. Tears are not a failure of faith. Missing somebody does not demonstrate spiritual weakness.

Our earthly lives are precious precisely because they allow us to experience relationships, discovery, affection and connection.

The possibility of existence beyond death should encourage us to treasure life, protect it and make the most of the time we share.

Chapter 40 – The Loving Arms of God Within ENKI, God is understood through the greatest expression of creation: love.

Divine love is not presented as something that can be purchased through wealth, demanded through authority or earned through fear.

It represents acceptance, compassion, understanding and the possibility of reconciliation.

Jayzee's spiritual teachings would express the hope that physical death does not have the final word and that those who leave earthly existence are received into the loving presence of God.

This understanding is intended to offer comfort, not to diminish the importance of earthly life.

Pain matters. Suffering matters. The protection of innocent people matters.

If we believe that God represents love, then our responsibility is to demonstrate that love whilst we are alive.

We demonstrate it when we feed somebody who is hungry, protect somebody who is vulnerable, listen to somebody who is struggling and offer companionship to somebody who feels alone.

Love is not merely something humanity should expect to receive from God.

It is something humanity must learn to give.

Chapter 41 – Suffering, Injustice and the Meaning of Sacrifice Human history contains extraordinary examples of kindness alongside devastating examples of cruelty.

The ability to make choices gives humanity the opportunity to create both happiness and suffering.

Within ENKI, Jayzee's eventual sacrifice represents his refusal to abandon the teachings of love, even when confronted by betrayal and injustice.

His death is interpreted spiritually as a testimony to his faith in God and his belief that love continues beyond physical existence.

The expression dying for humanity's sins is understood within this narrative as demonstrating the consequences of humanity's cruelty whilst remaining committed to a message of compassion.

It does not mean that people should willingly endure abuse or sacrifice their safety.

Forgiveness does not remove accountability.

Compassion does not require submission. Love does not require remaining in a dangerous situation.

Humanity must learn to challenge injustice without becoming consumed by hatred.

The greatest tribute to those who have suffered is to prevent others from experiencing the same suffering.

Chapter 42 – Love as the Measure of a Life When humanity considers the importance of an individual, it often measures achievement through possessions, influence, qualifications and recognition.

Yet none of these things necessarily demonstrates wisdom.

A person may possess enormous wealth whilst understanding very little about compassion.

Another may possess almost nothing yet transform the lives of those around them through kindness.

Within ENKI, the spiritual value of a life is measured through the love we demonstrate.

Did we protect those who needed protection?

Did we listen when somebody needed to be heard?

Did we recognise our mistakes and attempt to repair the harm we caused?

Did we use our knowledge to help others?

Did we leave the world a little kinder than we found it?

Nobody lives perfectly. Every human being experiences confusion, frustration, fear and moments of poor judgement.

Spiritual development is not the pursuit of perfection. It is the continuing willingness to learn, accept responsibility and grow.

Chapter 43 – The Meeting of the Returning Souls Within the spiritual narrative of ENKI, the journeys of Adam and Eve continue through Jayzee and David.

Their returning souls represent two interconnected journeys through knowledge, temptation, understanding and love.

Their relationship with creation is no longer defined solely by what happened within the Garden.

They represent the possibility that humanity can learn from its beginnings and develop a deeper understanding of existence.

The Garden represents innocence.

The Tree represents knowledge.

Lucy represents temptation.

David represents the continuing journey of understanding.

Jayzee represents the journey towards compassion and spiritual wisdom.

Together, these elements form a spiritual account of humanity's development.

The purpose is not to return humanity to a state of ignorance, but to create a world in which knowledge and love exist together.

Chapter 44 – The Eternal Circle The circle has represented continuity throughout human history.

The changing seasons, the movement of the heavens, the cycle of water and the succession of generations remind us that creation is continually changing.

Within ENKI, the circle also represents the spiritual journey of existence.

This understanding connects with the Tom Tom Four Pillars.

Brian's – Understanding ourselves. Through understanding our minds, we develop awareness of our thoughts, choices and behaviour.

Waves – Understanding our emotions. Through recognising our feelings, we learn to respond to ourselves and others with compassion.

Circles – Understanding our connections. Through recognising our relationships, we understand the importance of belonging, responsibility and community.

Bridges – Understanding one another. Through communication, empathy and curiosity, we create connections between people who experience the world differently.

These four pillars provide practical ways of expressing spiritual teachings within everyday life.

We do not need to resolve every mystery of creation before we begin living with kindness.

We can begin today.

The Five Commandments of Love * Love yourself and recognise your worth. You are deserving of dignity, understanding and compassion.

* Love others as you would wish to be loved.

Recognise the humanity and individuality of every person.

* Speak truthfully and act with kindness. Let honesty and compassion guide your words and actions.

* Forgive, learn and give people the opportunity to grow. Remember that forgiveness does not remove responsibility or require unsafe relationships.

* Protect life, care for the world and help those in need. Use your knowledge, abilities and resources to reduce suffering and nurture creation.

The Central Teaching of Book V We may not yet understand everything about the beginning of existence, the nature of the soul or what awaits us beyond death. But we possess the ability to love within this lifetime.

Knowledge may help us understand creation.

Wisdom may help us understand ourselves. Love teaches us how to live together.

Whatever mysteries eternity may hold, let our earthly journey be one of kindness, understanding, truth and compassion.

Next: BOOK VI – JAYZEE, THE CHILD WHO WOULD CHANGE THE WORLD The story of Mary and Jo, the visitation of John, Jayzee's childhood, Aunty Em, the origins of the name Tum Tum, the tragedy that changed his life and the beginning of his spiritual awakening.

ENKI

BOOK VI – JAYZEE, THE CHILD WHO WOULD CHANGE THE WORLD The beginning of a journey towards truth, understanding and divine love.

By Counsellor Tomass J. Wood The following book continues the original spiritual narrative of ENKI. Its account of Jayzee's childhood, family and spiritual awakening is distinct from the historical and biblical accounts of Jesus of Nazareth.

Chapter 45 – Mary and Jo Mary and Jo were ordinary people living within a world that often measured the importance of an individual by their possessions, position and wealth.

They possessed very little.

There were days when food was scarce and evenings when they wondered how they would provide for the following morning. Their home was humble, their belongings few, and their opportunities limited.

Yet within their home existed something that could not be purchased with gold.

There was love.

Mary was a woman of kindness, determination and curiosity. She understood that education did not always come from books or people of authority. Sometimes the greatest lessons came from observing the world, listening to others and learning through experience.

Jo understood the importance of hard work, patience and providing for those he loved.

Together, they hoped to raise a child who would understand that the worth of a person was not determined by what they owned, but by how they treated others.

They could not have imagined how far those teachings would eventually travel.

Chapter 46 – The Visitation of John Before Jayzee's birth, Mary received a spiritual visitation from a being known within ENKI as Metatron, whom she would come to know as John.

John spoke of a child whose journey would involve extraordinary challenges, profound questions and an understanding of love that would reach beyond the boundaries humanity had created.

Mary wondered how somebody born into such humble circumstances could ever influence the world.

Within the spiritual narrative, John explained that wisdom did not belong exclusively to kings, priests or scholars.

A child born into poverty could possess the same capacity for understanding as a child born into a palace.

A person without possessions could give something greater than material wealth.

The child would not arrive with every answer already understood. He would have to discover himself through the experiences of earthly existence.

His understanding would develop through relationships, curiosity, hardship, happiness and reflection.

Mary's responsibility was not to make her child perfect.

It was to love him, protect him and give him the opportunity to become himself.

Chapter 47 – The Birth of Jayzee When Jayzee entered the world, there were no great celebrations throughout the kingdoms.

No armies assembled. No rulers surrendered their crowns. The ordinary activities of humanity continued.

Yet for Mary and Jo, everything had changed.

They held their child and experienced the extraordinary responsibility of caring for another life.

Within ENKI, Jayzee carried the returning soul associated with Adam, continuing the spiritual journey that had begun within the Garden of Eden.

However, he entered earthly existence as a child.

He needed food, warmth, affection, reassurance and protection. He needed to learn how to communicate, understand his surroundings and recognise his emotions.

His spiritual significance did not remove his human needs.

This becomes an important teaching within ENKI: every child, regardless of their abilities or circumstances, deserves to be loved and protected.

Children should never be valued solely for what adults believe they might become.

They deserve love simply because they exist.

Chapter 48 – The Curious Child As Jayzee grew, he began questioning everything around him.

He watched the movement of water, the behaviour of animals, the changing weather and the patterns within the natural world.

He wondered why some people possessed more food than they could possibly eat whilst others went hungry.

He wondered why adults sometimes demanded honesty from children whilst failing to speak truthfully themselves.

He wondered why people who spoke about God could behave with such cruelty towards one another.

Mary encouraged his curiosity.

She understood that asking questions was not necessarily an act of disrespect. It was often the beginning of understanding.

Jayzee learned that people could experience the same event differently. What frightened one person might excite another. What seemed simple to one individual might be extremely difficult for somebody else.

He began recognising that understanding another person required more than observing their behaviour.

It required listening to their experiences.

These early discoveries would eventually become central to his teachings.

Chapter 49 – The Woman Who Called Him Tum Tum Among the people who brought happiness into Jayzee's childhood was Aunty Em.

Aunty Em lived differently from many of the women around her. She earned money through entertaining adults and through sex work, occupations that often brought judgement from wider society.

Yet Jayzee knew her through the kindness she demonstrated towards him.

She brought laughter, affection, companionship and occasionally something wonderful to eat.

Jayzee was frequently hungry. His family did not always possess enough food, and he rarely refused the opportunity to fill his stomach.

Aunty Em affectionately called him Tum Tum.

The name was born from laughter, familiarity and love.

Jayzee learned an important lesson through his relationship with her.

Society often judged individuals according to their occupation, reputation or circumstances without taking the time to understand the person beneath those labels.

A person's profession did not determine their capacity for kindness.

Their wealth did not determine their goodness.

Their reputation did not reveal everything about their heart.

Jayzee would carry this understanding throughout his life, refusing to treat people as inferior simply because others had judged them.

Chapter 50 – The Lessons of Mary Mary understood that Jayzee would eventually need to provide for himself.

She taught him practical skills and introduced him to a trade, encouraging him to develop patience, independence and confidence in his abilities.

He learned that mistakes were part of learning.

Something that could not be achieved on the first attempt might become possible through practice, encouragement and understanding.

Mary did not expect him to know everything immediately.

She encouraged him to observe, experiment and ask questions.

Jayzee began understanding the relationship between knowledge and practical experience.

Reading about something was valuable, but experiencing it could provide another form of understanding.

He also learned that education should not be restricted to those who could afford it.

Every person deserved the opportunity to discover their abilities.

Knowledge should be shared rather than withheld as a means of controlling others.

Chapter 51 – The Traveller Who Returned When Jayzee was approximately twelve years old, a traveller arrived with his son.

The traveller had known Mary many years earlier and had once desired a life with her.

However, Mary had chosen her own path and built a family with Jo.

During their reunion, Mary spoke proudly of Jayzee.

She described his curiosity, his developing abilities and the happiness he brought into their lives.

Within the narrative, the traveller became increasingly consumed by jealousy and resentment.

Rather than accepting Mary's freedom to choose her own life, he allowed his feelings to develop into hostility towards the family.

His inability to manage his emotions would eventually lead to a devastating act of violence.

ENKI teaches that jealousy is an emotion, but violence is a choice.

Nobody possesses another human being.

Love cannot be demanded, ownership cannot be disguised as affection, and rejection never justifies cruelty.

Every individual has the right to choose whom they love and how they live.

Chapter 52 – The Day Childhood Changed The traveller attacked the family.

Mary and Jo were killed, and Jayzee was severely injured and left for dead.

The home that had once represented warmth, belonging and security became the place where Jayzee experienced unimaginable loss.

He was still a child.

He had done nothing to deserve what had happened.

His suffering was not a punishment from God, nor was the violence justified by any spiritual purpose.

The responsibility belonged to the person who had chosen to cause harm.

Within ENKI, this tragedy becomes one of the most significant moments in Jayzee's earthly journey.

He would have to confront questions that no child should ever be forced to consider.

How could somebody deliberately destroy the happiness of another family?

How could love exist within a world containing such cruelty?

What happens to the people we love when their earthly lives come to an end?

And how could somebody continue living when everything familiar had suddenly disappeared?

These questions would remain with him for many years.

Chapter 53 – The Two White Lights As Jayzee lay injured amongst the straw, his awareness of the world around him began to change.

Within the spiritual account of ENKI, two beautiful white lights appeared beside him.

They represented Mary and Jo.

Although their physical lives had ended, Jayzee experienced their presence as warmth, comfort and love.

The two lights surrounded him.

He was frightened, confused and in pain, yet within this spiritual encounter he experienced a sense of connection with the people who had loved him throughout his childhood.

Their presence represented the belief that love does not necessarily end when physical existence comes to an end.

Mary and Jo would remain part of his journey.

Their teachings, affection and memories would continue influencing the person he became.

Jayzee would eventually understand that the people we love can remain part of our lives through the lessons they taught us, the memories we treasure and, within spiritual belief, the continuing connection between souls.

Chapter 54 – John Returns Within the narrative, John returned to Jayzee following the tragedy.

Known spiritually as Metatron, John became his companion and guide.

However, John did not simply provide Jayzee with every answer.

He encouraged him to think.

When Jayzee asked about existence, John encouraged him to observe creation.

When Jayzee asked about cruelty, John encouraged him to understand human behaviour without excusing it.

When Jayzee asked about God, John encouraged him to explore the meaning of love.

When Jayzee asked about death, John offered him the spiritual hope that existence might continue beyond the physical world.

John encouraged Jayzee to distinguish between what he knew, what he believed and what he had yet to understand.

Faith did not require him to abandon curiosity.

Wisdom did not require him to pretend that uncertainty did not exist.

Through questioning, reflection and experience, Jayzee would gradually develop his own understanding of humanity.

Chapter 55 – Understanding the Many Brains Jayzee began recognising that human beings experienced many different thoughts, feelings and internal responses.

Sometimes curiosity encouraged exploration.

Sometimes fear encouraged protection.

Sometimes anger appeared when something seemed unfair.

Sometimes sadness expressed the importance of something that had been taken away.

Sometimes imagination provided comfort and opened new possibilities.

These experiences would later be represented within the Tom Tom Universe through the different Brian's.

Jayzee began understanding that behaviour was often connected to experiences that remained invisible to others.

A frightened person might appear angry.

An overwhelmed child might become silent.

A lonely individual might struggle to communicate their need for companionship.

Understanding these experiences did not mean accepting harmful behaviour.

It meant recognising that helping people understand themselves could sometimes prevent further harm.

Humanity needed more than punishment.

It needed education, emotional understanding, appropriate boundaries and opportunities to change.

Chapter 56 – The Waves Within Us Jayzee experienced many emotional waves following the loss of Mary and Jo.

There were moments of sadness, anger, confusion and fear.

There were also moments when memories brought him happiness.

He began recognising that emotions could change like the waters of creation.

Some waves were gentle.

Others were powerful enough to make the world feel overwhelming.

John encouraged him to recognise his feelings without allowing every feeling to determine his actions.

Jayzee did not have to deny his anger to become compassionate.

He did not have to stop grieving to experience happiness again.

He did not have to forgive immediately to become a loving person.

Emotional healing required time, safety, understanding and support.

This understanding would eventually become the foundation of the second pillar: Waves.

Chapter 57 – The Circles of Connection Jayzee began reflecting upon the relationships that had shaped his childhood.

Mary and Jo had formed his earliest circle of love.

Aunty Em had brought laughter and affection.

John provided spiritual guidance within the narrative.

Each relationship contributed something different to his understanding of existence.

He recognised that humanity was connected through countless circles.

Families, friendships, communities and generations formed interconnected relationships.

When one person experienced kindness, that kindness could influence the way they treated somebody else.

When somebody experienced cruelty, the consequences could also travel through these circles.

Humanity therefore possessed a responsibility to consider how its actions affected others.

A single act of compassion might influence people we would never meet.

This understanding would become the foundation of the third pillar: Circles.

Chapter 58 – Building Bridges Jayzee recognised that people often became separated by fear, misunderstanding, prejudice and judgement.

Different communities developed different traditions.

Different families developed different ways of living.

Different individuals experienced the world through different minds and emotions.

Yet beneath these differences existed many shared needs.

People needed food, shelter, security, affection, understanding and belonging.

Jayzee began exploring how communication could create bridges between people.

Listening became a way of crossing those bridges.

Kindness became an invitation.

Honesty became the foundation upon which trust could develop.

However, not every bridge could safely be rebuilt.

Some relationships required distance and firm boundaries.

True reconciliation required willingness, responsibility and meaningful change.

This understanding would become the foundation of the fourth pillar: Bridges.

Chapter 59 – Learning to Forgive One of the greatest challenges facing Jayzee was understanding forgiveness.

How could he forgive somebody who had taken away the people he loved?

How could he speak about compassion whilst carrying memories of such cruelty?

He gradually began understanding that forgiveness was not the same as declaring an action acceptable.

It did not erase what had happened.

It did not remove the responsibility of the person who caused harm.

Nor did it require him to trust that person again.

Forgiveness represented the possibility of eventually living without allowing hatred to govern every aspect of his existence.

It was a personal journey rather than an obligation that could be imposed upon somebody else.

Jayzee would eventually teach that justice and compassion could exist together.

Humanity could protect innocent people, challenge wrongdoing and hold individuals accountable without celebrating cruelty or revenge.

Chapter 60 – The Beginning of the Awakening As Jayzee grew older, the lessons of his childhood began coming together.

He remembered Mary's encouragement.

He remembered Jo's dedication.

He remembered Aunty Em's laughter and the affectionate name Tum Tum.

He reflected upon John's spiritual guidance and the questions that had accompanied him throughout his development.

He began recognising that humanity's greatest difficulties were not always caused by a lack of intelligence.

People possessed knowledge but sometimes lacked understanding.

They possessed authority but sometimes lacked compassion.

They possessed wealth but sometimes lacked generosity.

They spoke about God but sometimes forgot to demonstrate love.

Jayzee began developing a different understanding of spiritual education.

He wanted people to understand their minds, recognise their emotions, nurture their relationships and build bridges towards one another.

He wanted people to recognise that love was more than a feeling.

It was a way of living.

His journey of teaching humanity was about to begin.

The Five Commandments of Love The First Commandment – Love Yourself Recognise your worth. Care for your mind, your body and your emotional wellbeing. Never believe that another person's cruelty determines your value.

The Second Commandment – Love Others Treat others with the dignity, kindness and understanding you would wish to receive yourself.

Respect their freedom, individuality and boundaries.

The Third Commandment – Live Through Truth Speak honestly, seek understanding and act with kindness. Have the courage to question what you do not understand and acknowledge when you are mistaken.

The Fourth Commandment – Forgive and Grow Learn from your mistakes and allow others the opportunity to change. Remember that forgiveness does not remove accountability or require you to accept further harm.

The Fifth Commandment – Protect Creation Protect life, care for children, help vulnerable people, respect nature and use your knowledge and resources to make the world a kinder place.

The Central Teaching of Book VI Great wisdom does not always emerge from palaces, temples or places of authority.

Sometimes it begins within a humble home, through the love of a mother, the dedication of a father and the curiosity of a child.

Our suffering does not determine our worth. Our beginnings do not determine everything we can become.

We cannot always change what has happened to us, but with understanding, safety and support, we can discover new ways of living.

Let knowledge illuminate your mind.

Let wisdom guide your decisions.

Let compassion guide your actions.

And above everything else, let love guide your journey.

Next: BOOK VII – JAYZEE AND THE JOURNEY OF LOVE Jayzee's travelling companions, his guitar, the songs they sang along the roads, his teachings about cleanliness, forgiveness, compassion and community, and how he began changing the world one person at a time through love.

ENKI

BOOK VII – JAYZEE AND THE JOURNEY OF LOVE The roads of humanity, the awakening of understanding and the teachings that would change the world.

By Counsellor Tomass J. Wood This book continues the original spiritual narrative of ENKI, exploring Jayzee's journey into adulthood and his teachings through music, friendship, education, compassion and love.

Chapter 61 – The Beginning of the Journey Jayzee had spent much of his early life trying to understand the world into which he had been born.

He had experienced the beauty of family, the kindness of friendship and the devastating consequences of human cruelty.

Through John's spiritual guidance, he had begun developing an understanding of existence that extended beyond the traditions and expectations of those around him.

He now wanted to share what he had learned.

However, Jayzee did not believe that understanding humanity could be achieved by remaining in one place.

He needed to meet people.

He needed to experience their communities, understand their struggles, listen to their stories and discover how differently people lived.

He wanted to understand the wealthy and the poor, the educated and the uneducated, the powerful and those who possessed very little influence over their own circumstances.

He carried few possessions, but amongst them was his beloved guitar.

With music in his heart, questions in his mind and love guiding his intentions, Jayzee began his journey.

Chapter 62 – The Companions of the Road As Jayzee travelled, he encountered people who became interested in his understanding of life.

Some were searching for spiritual answers.

Others were struggling with their circumstances.

Some simply enjoyed his companionship, his music and the conversations they shared.

Gradually, a group of travelling companions began forming around him.

Jayzee did not expect these people to surrender their individuality.

He encouraged them to question him, challenge his understanding and develop their own ideas.

He did not want followers who obeyed without thinking.

He wanted companions who understood why kindness mattered.

He believed that a teaching accepted through fear was fundamentally different from a teaching understood through experience.

The companions shared food, helped one another and learned to recognise each other's strengths and difficulties.

They were not perfect people.

They sometimes disagreed, became frustrated and misunderstood one another.

But through these experiences, they discovered opportunities to practise the very teachings they wished to share.

Chapter 63 – The Guitar and the Songs of Creation Music became an important part of Jayzee's journey.

As the companions walked along dusty roads, travelled between communities and rested beneath the evening skies, Jayzee would play his guitar.

Sometimes they sang together.

Sometimes they created songs about the people they had met, the beauty of nature and the experiences they shared.

Other times, they simply listened.

Jayzee understood that music could communicate feelings that ordinary words struggled to express.

A person who found speaking difficult might still connect through rhythm and melody.

A grieving person might discover comfort within a gentle song.

A frightened child might begin smiling when surrounded by familiar sounds.

Music could create bridges between people who spoke different languages and came from different backgrounds.

It did not require wealth, qualifications or authority to appreciate.

Jayzee encouraged people to discover their own forms of expression.

Some would sing.

Some would dance.

Some would play instruments.

Others would listen quietly.

Every form of participation was welcome.

Chapter 64 – The People Nobody Noticed During his travels, Jayzee encountered many people who had been rejected by their communities.

Some experienced physical disabilities.

Others behaved differently, communicated differently or struggled to understand the expectations placed upon them.

Some had experienced illness, poverty, grief or abandonment.

Jayzee recognised how quickly humanity could place labels upon individuals without understanding their circumstances.

He remembered Aunty Em and the kindness she had shown him despite the judgement she received from others.

He remembered his own childhood and how vulnerable a person could become when their security was taken away.

He began spending time with people whom others frequently ignored.

He listened to their experiences.

He shared meals with them.

He encouraged his companions to recognise their humanity.

Jayzee taught that no person should have to demonstrate exceptional abilities before being considered worthy of love.

The dignity of an individual was not dependent upon their usefulness to society.

Every person mattered.

Chapter 65 – Teaching Humanity to Care for the Body Jayzee recognised that spiritual wellbeing could not be separated entirely from physical wellbeing.

People needed clean water, nutritious food, adequate rest and safe places to live.

He encouraged communities to wash themselves regularly, care for their clothing, keep their surroundings clean and protect their sources of drinking water.

He taught people to wash their hands before preparing food and after activities that left them dirty.

He encouraged families to care for wounds, support those experiencing illness and recognise when somebody needed additional help.

Cleanliness was not a measure of spiritual superiority.

People experiencing poverty or illness were not less worthy because they struggled to maintain their surroundings.

Instead, Jayzee encouraged communities to share resources and help those who lacked access to basic necessities.

Caring for the body was another expression of caring for creation.

A loving society would not simply instruct people to look after themselves.

It would help provide the conditions in which they could do so.

Chapter 66 – The Sharing of Bread One evening, Jayzee and his companions arrived within a community where several families were experiencing hunger.

Some households possessed enough food, whilst others had very little.

Jayzee encouraged the community to gather together and consider what could be shared.

People brought bread, vegetables, fruit and whatever else they could reasonably offer.

Those who possessed little were not made to feel ashamed.

Those who contributed more were not placed above everybody else.

The purpose was not to establish who was the most generous.

It was to ensure that fewer people went hungry.

Jayzee recognised that humanity often searched for extraordinary miracles whilst overlooking the extraordinary possibilities of cooperation.

When people shared knowledge, resources and responsibilities, they could achieve things that appeared impossible to individuals working alone.

The sharing of bread became a symbol of collective responsibility.

Nobody should have to earn the right to be treated with compassion.

Chapter 67 – The Difference Between Religion and Love Throughout his travels, Jayzee encountered people who followed different spiritual traditions.

Some worshipped within temples.

Some followed ancient customs.

Some prayed privately.

Others questioned whether the divine existed at all.

Jayzee encouraged people to consider the relationship between their beliefs and their behaviour.

A person could memorise sacred writings yet still behave cruelly.

A person could attend religious ceremonies whilst ignoring the suffering of their neighbours.

Another person might possess little religious knowledge yet demonstrate extraordinary compassion.

Jayzee did not teach that spiritual traditions were meaningless.

He recognised that ceremonies, prayers and sacred stories could provide comfort, identity and belonging.

However, he questioned any interpretation of religion that placed obedience above compassion or authority above human dignity.

Within ENKI, love becomes the central measure of spiritual practice.

The words spoken during worship should be reflected in the actions taken afterwards.

Chapter 68 – The Kingdom Within Many people expected spiritual transformation to arrive through an extraordinary event.

They imagined a powerful ruler, a heavenly kingdom or a sudden transformation of the world.

Jayzee encouraged them to consider another possibility.

What if the beginning of a better world existed within the choices of ordinary people?

What if humanity could begin transforming its communities through understanding, kindness and cooperation?

Within ENKI, the Kingdom of God represents a spiritual ideal that humanity can express through everyday actions.

It becomes visible when children are protected.

It becomes visible when hungry people are fed.

It becomes visible when differences are respected.

It becomes visible when truth is pursued carefully and justice is administered fairly.

Humanity should not simply wait for a loving world to appear.

It should participate in creating one.

Chapter 69 – The Freedom to Question Jayzee encouraged his companions to question everything, including his own teachings.

He understood that human beings could become so attached to their beliefs that they stopped considering alternative explanations.

He taught that curiosity was one of humanity's greatest abilities.

Through curiosity, people discovered new ways of growing food, building homes, understanding nature and caring for one another.

However, curiosity needed to be accompanied by patience and discernment.

Not every explanation was correct.

Not every accusation was true.

Not every powerful feeling revealed an external truth.

Jayzee encouraged people to examine evidence, listen to different perspectives and recognise the difference between knowledge, belief and imagination.

Changing one's understanding when presented with better information was not a weakness.

It was an expression of intellectual honesty.

Humanity could not continue learning if it believed it already possessed every answer.

Chapter 70 – The Children of Creation Whenever Jayzee entered a community, children frequently gathered around him.

They enjoyed his music, his stories and the questions he encouraged them to ask.

Jayzee recognised that children possessed a natural curiosity about existence.

They wanted to understand the stars, the animals, the changing seasons and the behaviour of adults.

Yet adults sometimes discouraged these questions because they were uncomfortable admitting that they did not possess every answer.

Jayzee encouraged adults to learn alongside their children.

He taught that children were not possessions.

They were individuals developing their own understanding of the world.

They deserved protection, affection, education and the opportunity to express their thoughts and feelings.

Discipline should guide rather than humiliate.

Education should encourage rather than frighten.

Love should provide security rather than demand unquestioning obedience.

The way humanity treated its children would influence the kind of world those children eventually created.

Chapter 71 – The Different Minds of Humanity Jayzee observed that people did not all think, communicate or learn in the same way.

Some understood through listening.

Some needed to see something demonstrated.

Others learned through movement, repetition, practical experience or quiet reflection.

Some individuals noticed details that everybody else overlooked.

Others possessed extraordinary imagination but struggled with ordinary expectations.

Jayzee questioned why society frequently demanded that every person learn and behave identically.

Difference did not automatically represent deficiency.

An individual who struggled in one environment might flourish within another.

These observations connect with the first of the Tom Tom Four Pillars: Brian's.

Understanding our minds allows us to recognise our strengths, difficulties, thoughts and needs.

Jayzee encouraged people to become curious about themselves rather than ashamed of their differences.

A loving educational system would help individuals discover how they learned best.

Chapter 72 – Understanding the Emotional Waves As Jayzee travelled, he encountered arguments between neighbours, disagreements within families and conflicts between communities.

He recognised that many disagreements became more destructive when people struggled to understand their emotions.

Fear could develop into hostility.

Jealousy could develop into resentment.

Shame could encourage dishonesty.

Anger could become aggression.

However, emotions themselves were not moral failures.

They provided information about what a person was experiencing.

The responsibility lay in how people responded to those feelings.

Jayzee encouraged individuals to recognise their emotional waves before making important decisions.

He taught that taking time, seeking support and communicating feelings could help prevent unnecessary harm.

People could experience anger without becoming violent.

They could experience jealousy without attempting to control somebody.

They could experience sadness without losing their worth.

Understanding emotions became another pathway towards understanding humanity.

Chapter 73 – Love Without Ownership Jayzee remembered the traveller whose jealousy had destroyed his childhood.

He understood the devastating consequences of confusing love with possession.

He began teaching that genuine love respected freedom.

A person could not demand affection.

They could not force another individual to remain within a relationship.

They could not use fear, money, threats or guilt to control somebody and then describe that control as love.

Love encouraged growth.

It respected boundaries.

It recognised the individuality of another person.

Jayzee taught that relationships should provide opportunities for mutual understanding rather than become systems of ownership.

Sometimes loving another person meant accepting that they had chosen a different path.

Sometimes loving oneself meant leaving a harmful situation.

Love could not flourish where freedom and safety were continually denied.

Chapter 74 – Forgiveness and Accountability People frequently approached Jayzee seeking guidance about forgiveness.

Some had caused harm and wished to be forgiven.

Others had experienced cruelty and struggled with their anger.

Jayzee taught that genuine forgiveness could not be demanded.

A person seeking forgiveness should first recognise the harm they had caused.

They should accept responsibility, attempt to repair the damage where possible and demonstrate meaningful change through their behaviour.

Words alone were not always sufficient.

Those who had experienced harm deserved the freedom to decide whether reconciliation was appropriate.

They did not owe another person access to their lives.

Jayzee believed that humanity needed systems of justice that protected vulnerable people whilst recognising the possibility of rehabilitation.

Compassion should never become an excuse for ignoring wrongdoing.

Justice should never become an excuse for cruelty.

Both could exist together.

Chapter 75 – The Illusion of Wealth Jayzee encountered individuals who possessed extraordinary wealth.

Some used their resources generously.

Others became increasingly concerned with accumulating more, even when their existing possessions exceeded anything they could reasonably need.

Jayzee questioned the belief that material wealth represented the ultimate achievement of existence.

Money could purchase food, shelter, education and opportunities.

It could help communities flourish.

But money could not guarantee affection, wisdom, integrity or happiness.

Wealth became dangerous when the pursuit of it outweighed concern for human life.

Jayzee encouraged those with resources to consider the responsibilities accompanying their opportunities.

He did not condemn prosperity itself.

He condemned exploitation, greed and indifference towards suffering.

The greatest use of wealth was not merely to increase it, but to create opportunities, improve lives and contribute towards a healthier world.

Chapter 76 – The Power of One Person Jayzee understood that changing the whole world could appear impossible.

Humanity consisted of countless communities, traditions, disagreements and competing interests.

Yet every community consisted of individuals.

Every individual possessed the ability to influence somebody else.

A parent who learned to listen differently might transform a child's experience of childhood.

A teacher who recognised a struggling learner might change that learner's future.

A neighbour who offered support might help somebody overcome loneliness.

A person who admitted a mistake might prevent a disagreement from becoming a lifelong conflict.

Jayzee therefore concentrated upon the people standing before him.

He did not need every person to know his name.

He wanted the teachings of love to continue travelling even when he was no longer present.

One person could influence another.

That person could influence somebody else.

Through these expanding circles, kindness could travel further than its original source could ever imagine.

Chapter 77 – The Growing Reputation of Jayzee As Jayzee continued travelling, stories about his teachings began spreading between communities.

People spoke about the man who shared food with strangers, welcomed those who had been rejected and encouraged children to ask questions.

They spoke about his music and the companions who travelled beside him.

Some described him as a teacher.

Others considered him a spiritual guide.

Some questioned his ideas.

Others interpreted his teachings through their existing religious beliefs.

Jayzee recognised that reputation could become dangerous.

People sometimes transformed teachers into symbols of perfection and stopped examining the teachings themselves.

He encouraged his companions not to confuse admiration with understanding.

The purpose of his journey was not to make humanity dependent upon him.

It was to help people discover their own capacity for kindness, wisdom and responsibility.

A teaching had truly succeeded when people could practise it without the teacher being present.

Chapter 78 – The Shadow of Judas Amongst those who would become connected to Jayzee's journey was Judas.

Within ENKI, Judas was the son of the traveller responsible for the deaths of Mary and Jo.

He had grown into adulthood carrying his own experiences, memories and unresolved difficulties.

As Jayzee's reputation increased, Judas became increasingly resentful of the affection and recognition Jayzee received.

He saw people gathering to listen.

He witnessed communities welcoming Jayzee.

He recognised the growing influence of the teachings.

Yet Judas struggled to understand why somebody who possessed relatively little material wealth could receive so much love.

Within this spiritual narrative, his growing desire for money, recognition and influence would eventually contribute to his betrayal.

His story would become a warning about the dangers of allowing comparison, resentment and ambition to outweigh compassion.

Nevertheless, the choices of Judas belonged to Judas alone.

Children do not inherit the moral guilt of their parents.

Every individual remains responsible for their own decisions.

Chapter 79 – The Four Pillars of Human Understanding Throughout his journey, Jayzee's teachings gradually formed four interconnected principles, represented within the Tom Tom Universe as the Four Pillars.

The First Pillar – Brian's Understand your mind. Recognise your thoughts, abilities, difficulties, curiosity and imagination.

Learn about yourself without shame.

The Second Pillar – Waves Understand your emotions. Recognise what you are experiencing and develop safe, compassionate ways of responding.

The Third Pillar – Circles Understand your connections. Recognise how your actions influence your family, friendships, community and the wider world.

The Fourth Pillar – Bridges Understand one another. Listen, communicate, respect differences and create pathways towards cooperation and mutual understanding.

Together, these pillars offer a practical way of expressing the spiritual teachings of ENKI.

They encourage humanity to move beyond simply discussing love and begin practising it.

Chapter 80 – The Greatest Teaching One evening, as Jayzee and his companions rested beneath the night sky, they began discussing everything they had learned throughout their travels.

They spoke about creation, consciousness, knowledge, death, forgiveness and the nature of God.

They considered the many traditions humanity had developed and the disagreements that had separated communities.

Jayzee reflected upon the complexity of existence.

Humanity might spend thousands of years exploring the mysteries of creation.

People might continue debating the nature of the soul, the origins of life and the meaning of eternity.

Yet there was something they could begin practising immediately.

Love.

They could love themselves without believing themselves superior to others.

They could love others without attempting to possess them.

They could seek truth without abandoning kindness.

They could forgive without surrendering their safety.

They could protect creation without expecting a reward.

Jayzee understood that the greatest spiritual teaching did not need to be complicated.

Its difficulty lay not in remembering the words, but in living through them.

The Five Commandments of Love

I. Love Yourself Recognise the value of your existence. Care for your mind, your body and your emotional wellbeing. Respect your needs, acknowledge your mistakes and allow yourself the opportunity to grow.

II. Love Others Treat others as you would wish to be treated.

Recognise their individuality, dignity, freedom and right to live without cruelty or oppression.

III. Speak Truthfully and Act With Kindness Seek truth with curiosity, evidence and humility. Be honest in your words, compassionate in your actions and willing to reconsider your understanding.

IV. Forgive, Learn and Grow Learn from your mistakes and recognise the possibility of change within others. Seek accountability without hatred and remember that forgiveness does not require accepting further harm.

V. Protect Life and Care for Creation Protect children and vulnerable people. Help those in need. Respect animals, nature and the world that sustains humanity. Use your knowledge, abilities and resources to reduce suffering.

The Central Teaching of Book VII Do not measure your life by how many people know your name, but by the kindness you bring into the lives of those you meet.

Do not measure your wisdom by how many answers you possess, but by your willingness to continue learning.

Do not measure your strength by your ability to control others, but by your ability to protect without cruelty.

Do not measure your faith by the words you speak, but by the love you demonstrate.

For love is not merely something to believe in.

Love is something to live.

Next: BOOK VIII – JUDAS, THE BETRAYAL AND THE FINAL JOURNEY The growing resentment of Judas, the pursuit of money and recognition, the opposition to Jayzee's teachings, his betrayal, his final days and the spiritual meaning of his sacrifice within ENKI.

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BOOK VIII – JUDAS, THE BETRAYAL AND THE FINAL JOURNEY The consequences of jealousy, the courage to stand for love and the promise beyond earthly existence.

By Counsellor Tomass J. Wood This book continues the original spiritual narrative of ENKI, presenting its interpretation of Judas, Jayzee's betrayal, his final earthly journey and the spiritual meaning of his sacrifice. It is a spiritual retelling rather than a historical account of the crucifixion.

Chapter 81 – The Son of the Traveller Many years had passed since the traveller had entered the home of Mary and Jo and destroyed the security of Jayzee's childhood.

The traveller's son, Judas, had grown into adulthood.

He had experienced a different upbringing from Jayzee and developed his own understanding of humanity, relationships and success.

Whilst Jayzee had gradually discovered the importance of compassion, Judas had become increasingly concerned with recognition, wealth and influence.

He wanted to be somebody whose name people remembered.

He wanted others to recognise his importance.

Yet the recognition he sought never seemed sufficient.

Within ENKI, the lives of these two individuals represent contrasting responses to earthly existence.

One sought understanding through love.

The other increasingly sought validation through power and possessions.

Neither individual was without the ability to choose.

Judas was not destined to repeat the actions of his father. His ancestry did not determine his morality.

His decisions remained his own.

Chapter 82 – The Return of the Past When Judas became connected with Jayzee's travelling companions, the past and present became intertwined.

Jayzee had grown considerably since the tragedy of his childhood.

He had developed friendships, discovered his love of music and established teachings that encouraged people to understand themselves and one another.

He had not forgotten Mary and Jo.

Their memories remained amongst the most precious things he carried.

However, he had learned that the actions of one person should not determine how he treated everybody else.

Judas was therefore given the opportunity to participate in the journey.

He could listen to the teachings, share in the companionship and discover a different way of living.

Jayzee's willingness to welcome him represented the belief that individuals should be judged according to their own actions rather than the actions of their families.

Humanity cannot change its ancestry.

But it can choose what it contributes to the future.

Chapter 83 – The Growing Jealousy As the companions travelled between communities, Judas witnessed the affection people demonstrated towards Jayzee.

Children gathered to hear his stories.

Families welcomed him into their homes.

People who had experienced rejection discovered companionship.

Those struggling with grief found somebody willing to listen.

Judas struggled to understand why Jayzee received so much affection without demanding it.

Jayzee possessed little material wealth.

He held no official position of authority.

He commanded no army and owned no great palace.

Yet people remembered his words and continued sharing his teachings after he had departed.

Within the narrative, Judas began comparing his own position with that of Jayzee.

Instead of recognising his own individual worth, he increasingly measured himself against somebody else.

Comparison developed into jealousy.

Jealousy developed into resentment.

Resentment gradually influenced his decisions.

The tragedy was not that Judas experienced jealousy. Jealousy is a human emotion that can be understood and managed.

The tragedy was that he allowed it to become more important than his responsibility towards others.

Chapter 84 – The Temptation of Lucy Within the spiritual symbolism of ENKI, Lucy represents the continuing temptation to place personal desire above wisdom and love.

Lucy had appeared within the story of the Garden, where knowledge and temptation became intertwined.

Now the same spiritual theme appeared through the choices confronting Judas.

He could pursue understanding or recognition.

He could develop meaningful relationships or attempt to control how others perceived him.

He could recognise his own worth or become consumed by another person's success.

The temptation was not simply the possession of money.

Money could be used to provide food, shelter and opportunities.

The temptation was the belief that wealth and influence could provide everything his heart desired.

Judas increasingly believed that recognition would bring fulfilment.

Yet fulfilment continually escaped him.

Within ENKI, Lucy's greatest temptation is the suggestion that humanity must acquire power over others before it can discover its own importance.

Jayzee taught the opposite.

Every person already possessed worth.

Chapter 85 – When Love Challenges Authority As Jayzee's teachings spread, some individuals occupying positions of authority became uncomfortable with his growing influence.

He encouraged ordinary people to ask questions.

He challenged the mistreatment of vulnerable individuals.

He questioned why wealth and status were sometimes treated as evidence of moral superiority.

He encouraged people to recognise that religious knowledge did not excuse cruelty.

These teachings challenged established ways of thinking.

Jayzee did not oppose authority simply because it existed.

Communities needed organisation, leadership, education and systems through which disagreements could be resolved.

However, he believed that authority carried responsibility.

Those entrusted with power should use it to protect rather than exploit.

Those entrusted with knowledge should share it rather than use it to manipulate.

Those entrusted with justice should apply it fairly rather than according to wealth or personal preference.

Leadership was not evidence that somebody possessed greater spiritual worth.

It was an opportunity to serve.

Chapter 86 – The Price of Betrayal Within ENKI, Judas eventually chose to betray Jayzee in pursuit of money and recognition.

He believed that his knowledge of Jayzee and his companions could provide an opportunity to advance his own circumstances.

The betrayal represented more than the exchange of information for material reward.

It represented the destruction of trust.

Jayzee had welcomed Judas into his circle.

He had shared food, companionship, conversations and the experiences of the road.

Judas had been given the opportunity to learn and grow alongside the others.

Yet he chose to place his personal ambitions above those relationships.

This became one of the most significant moral lessons within ENKI.

Trust is something built through repeated acts of honesty, reliability and care.

It can take years to develop and moments to damage.

When humanity treats relationships as opportunities for personal gain, it risks destroying the very connections that make existence meaningful.

No amount of money can automatically restore broken trust.

Chapter 87 – The Final Gathering Before Jayzee's final earthly journey, he gathered with his companions.

They shared food and reflected upon the experiences that had brought them together.

They remembered the roads they had travelled, the songs they had sung and the people whose lives they had encountered.

Jayzee wanted them to understand that their journey did not belong to him alone.

Each companion had contributed something.

Each had learned something different.

Each possessed the ability to continue sharing the teachings.

He encouraged them not to become dependent upon his physical presence.

If their understanding of love disappeared when he was no longer beside them, then they had not yet fully understood what he had been teaching.

He wanted them to continue feeding the hungry, protecting children, helping vulnerable people and encouraging curiosity.

He wanted them to continue singing.

He wanted them to continue discovering the beauty of creation.

Most importantly, he wanted them to continue loving one another.

Chapter 88 – The Courage to Remain Kind As Jayzee faced increasing opposition, he experienced the uncertainty that accompanies danger.

His spiritual beliefs did not remove his humanity.

He understood fear.

He understood sadness.

He understood the pain of separation and the desire to remain amongst those he loved.

Courage did not require the absence of these feelings.

Courage meant attempting to make wise decisions despite experiencing them.

Jayzee did not teach that people should deliberately place themselves in danger to demonstrate their faith.

He believed that life was precious and deserved protection.

However, within the narrative, when confronted with circumstances he could no longer control, he remained committed to the principles that had guided his journey.

He refused to describe cruelty as goodness.

He refused to confuse hatred with justice.

He refused to abandon the importance of love.

His teachings were not simply words intended for peaceful circumstances.

They were principles intended to guide humanity through its most difficult experiences.

Chapter 89 – John and the Final Questions Within the spiritual account of ENKI, John remained part of Jayzee's journey.

The guide who had accompanied him following the tragedy of his childhood was present within his spiritual understanding as he confronted the uncertainty of his final days.

Jayzee reflected upon everything he had learned.

He remembered the two white lights that had surrounded him amongst the straw.

He remembered the love of Mary and Jo.

He remembered Aunty Em calling him Tum Tum.

He remembered the music, laughter and companionship of the roads.

He remembered the people who had discovered happiness through simple acts of kindness.

His questions about existence had not disappeared.

But his understanding of what made existence meaningful had developed.

He believed that God represented a love greater than humanity could fully comprehend.

Within that belief, death did not represent the destruction of everything he had experienced.

It represented a spiritual threshold whose mysteries remained beyond ordinary human understanding.

Chapter 90 – The Judgement of Humanity Jayzee's final judgement represented a confrontation between his teachings and the failures of the society around him.

Within ENKI, the injustice of his condemnation illustrates what can happen when fear, prejudice, personal ambition and institutional power outweigh compassion and fairness.

Humanity frequently judges individuals before understanding their circumstances.

It sometimes accepts accusations without sufficient examination.

It sometimes confuses popularity with truth and authority with righteousness.

Jayzee's story challenges these tendencies.

Justice requires more than somebody possessing the power to make a decision.

It requires evidence, impartiality, accountability and respect for human dignity.

An accusation should not automatically establish guilt.

An individual's position should not place them beyond accountability.

The purpose of justice should be to establish truth, protect people and respond proportionately to wrongdoing.

When justice becomes an instrument of revenge or control, it abandons its responsibility towards humanity.

Chapter 91 – The Cross Within the spiritual narrative of ENKI, Jayzee's crucifixion becomes the final earthly expression of his commitment to the teachings of love.

He experienced suffering at the hands of humanity.

The people he had encouraged to recognise their own worth were witnessing the consequences of a world that had not yet learned to recognise the worth of every individual.

The cross represented the cruelty humanity was capable of inflicting.

Yet it also became a symbol of the hope that cruelty would not have the final word.

Jayzee's message was not that suffering itself was sacred.

Pain was not something humanity should celebrate.

Violence was not something people should willingly seek.

Rather, his story demonstrated the importance of refusing to allow cruelty to become the guiding principle of existence.

Within ENKI, his faith remained centred upon the belief that God's love extended beyond the boundaries of physical life.

Humanity could injure the body.

But within this spiritual understanding, the connection between the soul and divine love could not be destroyed by human cruelty.

Chapter 92 – Forgive Them, for They Do Not Understand One of the most profound teachings associated with the biblical account of Jesus is the appeal for forgiveness towards those responsible for his suffering.

Within ENKI, Jayzee's understanding of forgiveness reflects his lifelong exploration of human behaviour.

He recognised that people could become influenced by fear, ignorance, prejudice, obedience and the desire for acceptance.

Some individuals participated in harmful systems without fully considering the consequences of their actions.

Others understood those consequences but chose personal advantage over compassion.

Understanding these influences did not remove their responsibility.

Jayzee's appeal for forgiveness represented the hope that humanity could eventually recognise its mistakes and choose a different path.

Forgiveness was not permission to continue causing harm.

It was an invitation to acknowledge wrongdoing, develop understanding and change.

The greatest demonstration of repentance would not be words spoken after cruelty.

It would be the decision not to repeat that cruelty.

Chapter 93 – What It Means to Die for Humanity's Sins Throughout Christianity, the death of Jesus has been understood through several theological interpretations, including sacrifice, reconciliation, redemption and victory over sin and death.

ENKI offers its own spiritual interpretation.

Within this narrative, Jayzee's sacrifice represents his testimony to the reality of divine love as he understood it.

He remained committed to his belief that love was the true spiritual path, even when humanity responded to his teachings with cruelty.

His death revealed the consequences of jealousy, betrayal, dishonesty, fear and the misuse of authority.

His message invited humanity to recognise these destructive behaviours and replace them with understanding.

To die for humanity's sins, within ENKI, therefore means to bear witness to the suffering created by humanity's choices whilst refusing to abandon the teachings of compassion.

His sacrifice expresses faith in God rather than providing scientific proof of God's existence.

It invites humanity to consider whether love might represent something greater than physical existence.

The appropriate response to that message is not to seek suffering or death.

It is to protect life and live through love.

Chapter 94 – Into the Loving Arms of God Within ENKI, Jayzee's earthly life came to an end, but his spiritual journey was believed to continue.

The child who had once experienced the presence of two white lights now approached the mystery that had occupied his thoughts throughout his life.

Within the spiritual imagery of the narrative, he was received into the loving presence of God.

There was no wealth to accumulate.

No reputation to defend.

No earthly position to protect.

There was simply the divine love in which he had placed his faith.

Mary and Jo represented the continuing connection between souls.

Their love had shaped the beginning of his earthly existence and remained part of his spiritual identity.

This account offers hope that the relationships humanity treasures might possess meaning beyond physical separation.

It does not remove the sadness of losing somebody.

Nor does it make earthly life less important.

Instead, it encourages humanity to treasure every opportunity to experience love whilst living.

Chapter 95 – The Resurrection of Love The resurrection occupies a central place within Christian belief.

Within ENKI, resurrection also carries a wider spiritual meaning: the continuation of love beyond the physical presence of the person who first shared it.

Jayzee's companions remembered his teachings.

They remembered the people he had welcomed.

They remembered the songs they had sung together.

They remembered how he had encouraged them to understand their minds, recognise their emotions and care for one another.

Every time they shared food with somebody who was hungry, something of his teaching continued.

Every time they protected somebody vulnerable, something of his compassion continued.

Every time they chose honesty over personal advantage, something of his wisdom continued.

Love had become something greater than the reputation of an individual.

It had become a responsibility shared amongst those who understood it.

Within ENKI, the spiritual hope of continued existence accompanies this practical continuation of the teachings.

Chapter 96 – The Lesson of Judas The story of Judas is not intended to teach humanity that certain people are incapable of goodness.

It teaches that destructive choices can emerge when emotions, ambitions and desires are left without understanding or moral responsibility.

Judas had possessed opportunities to learn.

He had experienced companionship.

He had heard the teachings.

Yet knowledge alone had not transformed his behaviour.

This distinction is important.

A person can understand the meaning of honesty whilst choosing dishonesty.

A person can understand the meaning of compassion whilst behaving cruelly.

A person can understand the consequences of betrayal whilst choosing personal advantage.

Spiritual development requires more than acquiring knowledge.

It requires practising what we understand.

Judas represents the danger of allowing the desire for recognition to become more important than the relationships that give existence meaning.

His story reminds humanity that every choice carries responsibility.

Chapter 97 – Do Not Worship the Suffering Humanity has sometimes become so focused upon the suffering of spiritual figures that it has overlooked the teachings those individuals shared whilst living.

Within ENKI, Jayzee's importance is not limited to the circumstances of his death.

His life matters.

His childhood matters.

His curiosity matters.

His relationships matter.

His music, laughter and companionship matter.

The people he helped and the understanding he encouraged matter.

The cross should never become a reason to glorify pain or suggest that experiencing cruelty makes somebody spiritually superior.

Humanity should honour Jayzee's message by preventing suffering wherever possible.

Build homes where children feel safe.

Create communities where people do not go hungry.

Develop education that welcomes different minds.

Establish systems of justice that respect truth and dignity.

Support people experiencing grief, illness and loneliness.

The greatest tribute to a teacher of love is a world that learns to love.

Chapter 98 – The Responsibility of Those Who Remain Following Jayzee's departure, his companions faced an important decision.

Would they preserve his teachings as words alone, or would they continue practising them?

It would have been possible to create ceremonies, monuments and traditions whilst forgetting the ordinary people Jayzee had spent his life helping.

It would have been possible to argue over the precise meaning of his words whilst neglecting those who needed compassion.

It would have been possible to build institutions in his name whilst failing to demonstrate the values he had encouraged.

The companions therefore carried a responsibility greater than simply remembering him.

They needed to continue the work.

They needed to question their own behaviour.

They needed to recognise when their actions contradicted their beliefs.

They needed to ensure that the teachings remained accessible to ordinary people.

A spiritual message should not become the exclusive possession of those claiming authority over it.

Love belongs to everybody.

Chapter 99 – The Four Pillars After Jayzee Within the spiritual philosophy of ENKI, the Four Pillars provide humanity with practical ways to learn from Jayzee's life and the events surrounding his betrayal.

Brian's – Understanding the Mind Through understanding our thoughts, motivations and desires, we can recognise jealousy, resentment and harmful intentions before they determine our behaviour.

Waves – Understanding Emotions Through recognising our emotional experiences, we can develop healthier responses to anger, fear, grief, shame and disappointment.

Circles – Understanding Connections Through recognising the importance of relationships, we can understand how betrayal, dishonesty and kindness influence people beyond ourselves.

Bridges – Understanding One Another Through communication, empathy and careful examination of different perspectives, we can reduce misunderstanding and create opportunities for cooperation.

Together, these pillars encourage humanity to understand the causes of destructive behaviour whilst maintaining personal responsibility.

They provide an educational and reflective foundation for living through love.

Chapter 100 – The Promise to Humanity Within ENKI, Jayzee's final promise is not a promise that earthly existence will become free from difficulty.

Humanity will continue encountering disagreements, illness, grief, uncertainty and injustice.

The promise is that these experiences do not have to determine the entirety of human existence.

People can learn.

Communities can change.

Relationships can heal where it is safe and appropriate.

Knowledge can develop.

Systems can become fairer.

Children can grow within environments that understand their individual needs.

Humanity possesses the ability to create something better than the world it inherited.

Jayzee's spiritual journey began with the love of Mary and Jo.

It continued through tragedy, curiosity, friendship, music and discovery.

It developed into teachings that encouraged humanity to understand itself.

His final journey became a spiritual testimony to the belief that love is greater than hatred, greater than material wealth and greater than the desire for earthly power.

The responsibility now belongs to those who choose to live through that message.

The Five Commandments of Love

I. Love Yourself Recognise the sacred worth of your existence.

Care for your mind, body and emotional wellbeing.

Respect your individuality and never measure your value solely through the opinions of others.

II. Love Others Treat others as you would wish to be treated.

Respect their freedom, dignity, individuality and right to live safely. Never confuse love with possession or control.

III. Speak Truthfully and Act With Kindness Seek truth with courage, curiosity and humility.

Examine evidence carefully, acknowledge your mistakes and never use dishonesty to obtain personal advantage.

IV. Forgive, Learn and Give People the Opportunity to Grow Recognise that human beings can learn from their mistakes. Encourage accountability, understanding and meaningful change. Never confuse forgiveness with permission to continue causing harm.

V. Protect Life, Care for Creation and Help Those in Need Protect children and vulnerable people. Care for animals, nature and the world that sustains existence. Use your knowledge, wealth and abilities to reduce suffering and improve the lives of others.

The Central Teaching of Book VIII Do not honour Jayzee merely through the remembrance of his death.

Honour him through the way you live.

Feed those who are hungry.

Comfort those who are grieving.

Protect those who are vulnerable.

Speak truthfully when dishonesty would be easier.

Seek justice without becoming consumed by hatred.

Offer kindness without demanding recognition.

Teach children to understand themselves rather than fear their differences.

Remember that wealth will eventually pass from your hands, authority will eventually belong to another, and earthly recognition will gradually fade.

But the kindness you bring into another person's life may continue travelling through generations.

For within the spiritual teachings of ENKI, God is love, wisdom is its guide, and humanity is entrusted with the responsibility of bringing that love into the world.

Next: BOOK IX – THE MANY RELIGIONS AND THE SEARCH FOR GOD An exploration of ancient Egyptian spirituality, Mesopotamian beliefs, Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism and other spiritual traditions. Their origins, differences, shared moral teachings and humanity's continuing search for understanding, brought together through the spiritual philosophy of ENKI and the Five Commandments of Love.

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BOOK IX – THE MANY RELIGIONS AND THE SEARCH FOR GOD One humanity, many spiritual journeys and the continuing search for the meaning of existence.

By Counsellor Tomass J. Wood Throughout this book, established religious history is explored alongside the original spiritual philosophy of ENKI. Although religious traditions share certain moral teachings, each possesses its own distinctive beliefs, practices and understanding of existence.

Chapter 101 – Humanity's Search for God From the earliest generations of humanity, people have looked towards the heavens and questioned the meaning of their existence.

They observed the rising Sun, the changing Moon, the movement of water and the extraordinary diversity of life.

They experienced birth, happiness, suffering and death.

They wondered whether something greater existed beyond the boundaries of their understanding.

From these questions emerged spiritual traditions, sacred stories, ceremonies and religious communities.

Different civilisations developed different names for the divine. Some believed in many gods, others in one God, whilst some explored spiritual existence without believing in a creator deity.

Within ENKI, these traditions represent humanity's continuing search for understanding.

The existence of different beliefs should not automatically become a reason for hostility.

It should become an opportunity for learning.

Humanity has spent thousands of years attempting to understand creation. Perhaps one of its greatest remaining challenges is learning to understand one another.

Chapter 102 – The Spiritual World of Ancient Egypt Ancient Egyptian civilisation developed an extraordinary relationship with spirituality, nature and the mysteries of death.

The Nile provided water, fertile land and the conditions necessary for communities to flourish.

The movements of the heavens influenced calendars, agricultural practices and religious ceremonies.

Egyptian spirituality included numerous deities, each associated with different aspects of existence.

Ra represented the Sun.

Osiris was associated with death, regeneration and the afterlife.

Isis represented motherhood, protection and healing.

Thoth was associated with wisdom, writing and knowledge.

Ma'at represented truth, justice, balance and cosmic order.

Within ENKI, ancient Egypt is spiritually identified with the Garden of Eden, although this identification is not established archaeological history.

The Four Guardians of the Garden represent the balance between creation, strength, human understanding and the heavens.

Egyptian spirituality reminds humanity that the natural world is not merely something to possess.

It is the environment upon which our existence depends.

Chapter 103 – Ma'at and the Balance of Creation Amongst the most significant principles of ancient Egyptian spirituality was Ma'at.

Ma'at represented truth, justice, harmony and the proper ordering of existence.

Ancient Egyptian funerary traditions described the weighing of the heart against the feather of Ma'at.

This represented a judgement concerning the moral conduct of an individual.

Within ENKI, the weighing of the heart provides a powerful spiritual image.

What would our hearts reveal if our possessions, titles and reputations were removed?

Would they reveal compassion?

Would they reveal honesty?

Would they reveal a willingness to acknowledge our mistakes?

The spiritual balance of humanity cannot be maintained through knowledge alone.

It requires responsibility.

A society that possesses extraordinary intelligence but continually causes unnecessary suffering has not achieved true wisdom.

Balance begins when knowledge, truth, justice and compassion are brought together.

Chapter 104 – Mesopotamia and the Ancient Name of ENKI Between the Tigris and Euphrates rivers, ancient Mesopotamian civilisations developed cities, writing systems, agricultural knowledge and complex spiritual traditions.

Amongst their deities was Enki, known as Ea in Akkadian traditions.

Enki was associated with freshwater, wisdom, craftsmanship and creation.

Ancient Mesopotamian writings describe relationships between gods and humanity, accounts of creation and stories concerning a great flood.

These narratives share certain themes with later religious writings, although their details and theological meanings differ.

Within this spiritual Bible, ENKI represents the connection between creation, knowledge and the responsibility that accompanies understanding.

Knowledge is not something humanity should fear.

Neither is it something humanity should worship without question.

Knowledge becomes valuable when it helps us understand existence and improve the lives of those around us.

The greatest danger is not necessarily discovering something new.

It is acquiring knowledge without developing the wisdom to use it responsibly.

Chapter 105 – Abraham and the Development of Monotheism Abraham occupies an important position within Judaism, Christianity and Islam.

Within their sacred traditions, Abraham represents faith, commitment and a relationship between humanity and God.

Judaism understands Abraham as an important patriarch within the covenant between God and the Jewish people.

Christianity recognises him as a significant example of faith.

Islam honours Ibrahim as a prophet and an example of devotion to God.

Although these traditions interpret his significance differently, Abraham represents an important spiritual connection between them.

Humanity frequently concentrates upon the disagreements between religions whilst overlooking their shared historical and scriptural relationships.

Understanding these connections does not require people to abandon their individual beliefs.

It requires recognising that another person's spiritual tradition may possess meaning, dignity and value even when it differs from our own.

Chapter 106 – Judaism and the Covenant Judaism is one of the world's oldest continuing monotheistic religious traditions.

Its sacred writings include the Torah, which forms the first five books of the Hebrew Bible.

Within these writings are accounts of creation, Adam and Eve, Noah, Abraham, Moses and the development of the covenant between God and the people of Israel.

Jewish traditions place considerable importance upon ethical responsibility, learning, remembrance, community and the interpretation of sacred teachings.

The Ten Commandments represent important moral and religious responsibilities.

They include teachings concerning murder, theft, dishonesty, family relationships and devotion to God.

Judaism also possesses a rich tradition of questioning, discussion and interpretation.

Within ENKI, this willingness to examine teachings connects with the importance of Curious Brian and Questioning Brian.

Understanding should not be confused with simply memorising information.

A teaching becomes meaningful when we consider its purpose and how it influences the way we live.

Chapter 107 – Moses and the Commandments Within the biblical narrative, Moses received commandments intended to guide the spiritual and moral lives of his people.

These commandments established responsibilities towards God and towards other human beings.

They encouraged boundaries against destructive behaviour and provided a foundation for community life.

Within ENKI, the Five Commandments of Love offer a new and simplified ethical framework inspired by these ancient moral teachings.

Their purpose is not to replace the sacred traditions of Judaism or Christianity for their followers.

Their purpose is to express the central philosophy of ENKI in a form accessible to children and adults.

Love yourself.

Love others.

Live through truth and kindness.

Forgive, learn and grow.

Protect life and care for creation.

These principles encourage humanity to understand the reasons behind moral behaviour rather than simply obeying instructions through fear of punishment.

Chapter 108 – Christianity and the Teachings of Jesus Christianity developed from the life and teachings of Jesus of Nazareth and the beliefs of his earliest followers.

The New Testament describes his teachings concerning love, forgiveness, compassion, repentance, faith and the Kingdom of God.

Amongst his most important teachings were the commandments to love God and to love one's neighbour as oneself.

Christianity developed around the belief that Jesus was the Christ, with his crucifixion and resurrection occupying central positions within Christian theology.

Within ENKI, Jayzee represents an original spiritual reinterpretation of this story.

His journey begins with Mary and Jo, continues through his relationship with John and develops through his experiences of childhood, loss, curiosity and spiritual discovery.

His teachings encourage humanity to understand itself and recognise the importance of love.

Although ENKI differs from traditional Christian theology, it draws inspiration from the compassion, forgiveness and concern for vulnerable people found within the teachings of Jesus.

Chapter 109 – When Christianity Became an Institution Following the death of Jesus, early Christian communities developed throughout the Roman world.

They gathered to worship, share teachings and support one another.

Over subsequent centuries, Christianity developed increasingly organised institutions, theological traditions and systems of religious leadership.

Churches, councils and religious authorities contributed towards preserving sacred writings and establishing doctrines.

These institutions also became involved in political and social affairs.

Throughout history, Christian organisations have contributed towards education, healthcare, charity and community support.

There have also been periods in which religious authority has been associated with persecution, discrimination and abuses of power.

ENKI encourages humanity to recognise both aspects of this history.

An institution should not be considered incapable of wrongdoing simply because it possesses a religious identity.

Neither should the wrongdoing of particular individuals erase the kindness demonstrated by others.

Every institution should remain accountable to the principles it claims to represent.

Chapter 110 – Islam and the Unity of God Islam emerged in seventh-century Arabia through the teachings of the Prophet Muhammad.

Muslims believe that the Qur'an contains revelations from God communicated to Muhammad.

The central Islamic belief of Tawhid concerns the absolute oneness of God.

Islam recognises numerous prophets, including Adam, Noah, Abraham, Moses and Jesus.

Jesus, known in Arabic as Isa, is honoured as a prophet and the Messiah, although Islamic theology differs from Christianity concerning his divinity and crucifixion.

Islamic teachings place importance upon mercy, justice, charity, prayer and responsibility towards others.

Zakat, the obligation of charitable giving, encourages the sharing of wealth and support for those in need.

Within ENKI, this principle connects with the responsibility to use our resources compassionately.

Wealth should not become an excuse for indifference towards suffering.

A community becomes stronger when its members recognise their responsibilities towards one another.

Chapter 111 – The Meaning of Surrender The word Islam is associated with submission or surrender to God.

Within Islamic spirituality, this involves devotion to God and living according to divine guidance.

ENKI explores a related but distinct spiritual question.

What would it mean to surrender our destructive desires rather than surrender our individuality?

Could humanity surrender its greed?

Could it surrender its desire to control others?

Could it surrender its prejudice, dishonesty and unnecessary cruelty?

Spiritual humility involves recognising that our own understanding may be incomplete.

However, humility should never require abandoning critical thinking, personal dignity or the ability to recognise harmful behaviour.

No individual should demand unquestioning obedience by claiming to speak on behalf of God.

Within ENKI, devotion to love means continually examining whether our actions contribute towards understanding, protection and compassion.

Chapter 112 – Hinduism and the Eternal Journey Hinduism encompasses numerous religious, philosophical and cultural traditions originating within the Indian subcontinent.

Its sacred literature includes the Vedas, the Upanishads and the Bhagavad Gita.

Many Hindu traditions explore the relationship between the individual self, known as Atman, and ultimate reality, often described as Brahman.

The concepts of karma, dharma, samsara and moksha occupy important positions within many Hindu philosophies.

Karma concerns actions and their consequences.

Dharma encompasses ideas of duty, moral order and appropriate conduct.

Samsara describes the cycle of birth, death and rebirth.

Moksha concerns liberation from that cycle.

These ideas connect with the spiritual exploration of reincarnation within ENKI, particularly the returning souls associated with Adam, Eve, Jayzee and David.

However, ENKI presents its own interpretation rather than claiming that Hindu traditions confirm its narrative.

The shared philosophical question concerns how human existence might develop through experience, responsibility and spiritual understanding.

Chapter 113 – Karma and the Responsibility of Choice Karma is frequently simplified into the belief that good actions automatically produce rewards and harmful actions automatically produce punishment.

Its meanings within Indian religious traditions are considerably more complex.

Within ENKI, the concept of consequence provides an important moral lesson.

Our actions influence the lives of others.

Dishonesty can damage trust.

Cruelty can create fear.

Kindness can encourage security.

Generosity can create opportunities.

These consequences frequently extend beyond the individuals directly involved.

However, humanity must never assume that somebody experiencing suffering deserves it because of their actions in a previous life.

Such an assumption can become an excuse for neglecting people who need help.

The responsibility of a compassionate person is not to determine whether another individual deserves their suffering.

It is to consider how that suffering might be reduced.

Chapter 114 – Buddhism and the Understanding of Suffering Buddhism developed from the teachings of Siddhartha Gautama, known as the Buddha.

His teachings explored the nature of suffering, dissatisfaction, attachment and the possibility of liberation.

The Four Noble Truths and the Noble Eightfold Path provide important foundations within Buddhist traditions.

Buddhist practices encourage ethical conduct, mindfulness, compassion and the development of wisdom.

Many Buddhist traditions teach rebirth, although they generally reject the idea of an unchanging, permanent individual soul.

This differs from the understanding of the returning soul within ENKI.

Nevertheless, Buddhism provides valuable philosophical questions concerning the nature of desire and attachment.

Why does humanity continually seek happiness through possessions?

Why do people attempt to control circumstances that cannot always be controlled?

Why does the fear of losing something sometimes prevent us from appreciating it?

Understanding our relationship with desire can help us recognise the difference between genuine love and the need to possess.

Chapter 115 – Attachment and the Freedom to Love Humanity frequently confuses attachment with love.

We may become so frightened of losing somebody that we attempt to control their decisions.

We may become so attached to our possessions that we neglect the relationships surrounding us.

We may become so attached to our beliefs that we refuse to consider new information.

Within ENKI, love does not require the possession of another person.

It recognises that every individual has their own experiences, thoughts, feelings and choices.

Healthy relationships involve connection without ownership.

They involve affection without coercion.

They involve trust without constant surveillance.

The ability to respect another person's freedom is one of the most important expressions of love.

This does not mean becoming indifferent to others.

It means caring for them whilst recognising that their existence belongs to them.

Chapter 116 – Sikhism and the Equality of Humanity Sikhism developed within the Punjab region through the teachings of Guru Nanak and the Sikh Gurus who followed him.

The Guru Granth Sahib occupies the central position of spiritual authority within Sikhism.

Sikh teachings emphasise devotion to one God, honest living, equality, service and the sharing of resources.

The tradition of Langar provides a powerful example of these principles.

Within a Gurdwara, people can gather to share a community meal regardless of their social position, background or wealth.

This practice reflects the importance of equality and service.

Within ENKI, it connects beautifully with Jayzee's teaching concerning the sharing of bread.

A meal can become more than nourishment.

It can become an expression of belonging.

When people sit together without placing themselves above one another, they create a circle of human connection.

Chapter 117 – Jainism and the Protection of Life Jainism is an ancient Indian religious tradition that places particular importance upon non-violence, known as Ahimsa.

Its teachings encourage restraint, truthfulness, compassion and consideration for living beings.

Jain philosophy also includes the principle of Anekantavada, which recognises the many-sided nature of reality and the limitations of individual perspectives.

Within ENKI, these teachings connect with the protection of creation and the importance of understanding different viewpoints.

Humanity should consider the consequences of its actions upon animals, ecosystems and future generations.

Our ability to dominate other forms of life does not automatically establish a moral right to exploit them without consideration.

Strength becomes meaningful when accompanied by responsibility.

Knowledge becomes wisdom when it encourages care.

Chapter 118 – Taoism and the Natural Flow of Existence Taoism, originating within China, explores humanity's relationship with the Tao, often translated as the Way.

The Tao Te Ching, traditionally associated with Laozi, explores simplicity, humility, balance and living in harmony with the natural order.

Taoist philosophy includes the principle of Wu Wei, frequently understood as effortless action or action without unnecessary forcing.

Within ENKI, these ideas connect with the symbolism of water and Waves.

Water can move gently around an obstacle.

It can adapt to the shape of its surroundings.

It can nourish life.

Yet it can also possess extraordinary strength.

Humanity does not always need to overcome difficulties through force.

Sometimes understanding, patience and adaptation provide more effective solutions.

Living wisely involves recognising when to act, when to listen and when to allow circumstances to develop naturally.

Chapter 119 – Confucianism and the Responsibility of Relationships Confucianism developed from the teachings associated with the Chinese philosopher Confucius.

It places considerable importance upon ethical conduct, education, family relationships, social responsibility and good governance.

The concept of Ren concerns humaneness and benevolence.

Confucian teachings encourage individuals to develop their character and recognise their responsibilities within society.

Within ENKI, these principles connect with Circles.

Human beings exist within relationships.

The behaviour of a parent influences a child.

The behaviour of a teacher influences a learner.

The behaviour of a leader influences a community.

However, responsibility should operate in both directions.

Children deserve respect from adults.

Citizens deserve fairness from leaders.

Learners deserve understanding from teachers.

Authority should never remove the responsibility to demonstrate kindness and integrity.

Chapter 120 – Shinto and the Sacredness of Nature Shinto is a Japanese spiritual tradition associated with Kami, which may be understood as sacred presences connected with nature, places, ancestors and other aspects of existence.

Its practices include purification, gratitude, ceremonies and respect for particular sacred locations.

Within ENKI, this relationship with nature encourages humanity to reconsider its understanding of creation.

A river is more than a resource.

A forest is more than a collection of materials.

The natural world provides the conditions through which humanity survives.

We do not need to share identical spiritual beliefs to recognise our responsibility towards the environment.

Protecting water, soil, animals and ecosystems is an expression of care for present and future generations.

Chapter 121 – Indigenous Spiritual Traditions Throughout the world, Indigenous peoples have developed diverse spiritual traditions connected with their histories, communities, ancestors and environments.

These traditions cannot be accurately described as one universal religion.

Each possesses its own cultural identity, knowledge and practices.

Many emphasise relationships between humanity, land, animals and generations.

Their teachings can encourage reflection upon the consequences of separating human existence from the natural world.

However, learning about these traditions requires respect.

Humanity should not take sacred practices from other cultures, remove their meaning and claim ownership over them.

Understanding begins by listening to the people whose traditions we are exploring.

Within ENKI, respect for cultural identity becomes another expression of building Bridges.

Chapter 122 – Spirituality Without Religion Not every person who explores the meaning of existence belongs to an organised religion.

Some individuals develop personal spiritual beliefs through nature, philosophy, meditation, relationships and reflection.

Others identify as agnostic, remaining uncertain about whether God exists.

Atheists do not believe in gods, although they may possess deeply developed ethical and philosophical principles.

Humanism encourages moral responsibility, reason and concern for human wellbeing without requiring supernatural beliefs.

Within ENKI, nobody should be considered incapable of love because they do not share a particular understanding of God.

Compassion can be demonstrated by people of many beliefs and by people without religious faith.

A person's dignity should never depend upon accepting somebody else's spiritual interpretation.

Chapter 123 – The Names Humanity Gives to God Throughout history, humanity has developed numerous names and descriptions for the divine.

Different traditions understand God, gods or ultimate reality in fundamentally different ways.

These differences should not be ignored or artificially removed.

Within ENKI, however, the diversity of spiritual language invites an important reflection.

Human beings attempt to describe existence through languages developed within particular cultures and historical circumstances.

Words may communicate aspects of an experience without necessarily capturing its entirety.

Within the philosophy of ENKI, divine love represents the central spiritual principle.

This is ENKI's interpretation rather than a definition shared by every religion.

Humanity can respect different understandings whilst recognising the possibility of cooperation.

We do not need to agree upon every mystery of existence before we can help one another.

Chapter 124 – Heaven, Hell and the Nature of Judgement Religious traditions possess different understandings of what happens after death.

Christianity and Islam contain teachings concerning divine judgement and the afterlife.

Many Hindu and Buddhist traditions explore rebirth and liberation.

Ancient Egyptian spirituality included elaborate beliefs concerning the journey of the deceased.

Other traditions understand death through relationships with ancestors or the continuing cycles of nature.

Within ENKI, heaven represents the spiritual hope of entering the loving presence of God.

Hell can also be explored symbolically through the suffering humanity creates when it abandons compassion.

A child living in fear experiences real suffering.

A person trapped within an abusive relationship experiences real suffering.

A community experiencing starvation or persecution experiences real suffering.

Humanity should not become so concerned with what might happen after death that it neglects the suffering occurring during life.

If we wish to create a more loving world, our responsibility begins here.

Chapter 125 – When Religion Becomes a Weapon Throughout history, religion has inspired extraordinary acts of compassion.

It has also sometimes been used to justify persecution, violence, discrimination and political control.

These contradictions demonstrate the importance of examining how beliefs are interpreted and applied.

A sacred text can be approached through compassion or used to justify cruelty.

An institution can provide belonging or misuse its authority.

A spiritual leader can encourage independence or demand unquestioning obedience.

Within ENKI, no person should be considered beyond accountability because they claim divine authority.

Religious freedom includes the freedom to question, disagree, change one's beliefs or follow no religion.

Faith should never become permission to harm another person.

The responsibility to protect life remains greater than the desire to impose a belief.

Chapter 126 – The Difference Between Faith and Knowledge Faith concerns trust, belief and spiritual conviction.

Knowledge concerns what can be established through reliable evidence and understanding.

The two can coexist, but they should not automatically be treated as identical.

A person may believe in reincarnation without possessing scientific proof of previous lives.

A person may believe in divine creation whilst recognising the importance of scientific research.

A person may experience something spiritually meaningful without knowing its precise cause.

Within ENKI, Curious Brian encourages exploration.

Questioning Brian encourages examination.

Learning Brian encourages the development of understanding.

Hope Brian allows us to consider possibilities that remain uncertain.

Humanity should neither ridicule sincere spiritual belief nor present unverified interpretations as established fact.

Wisdom involves recognising the boundaries of our understanding.

Chapter 127 – The Common Ground of Humanity Although religions differ considerably, many encourage some form of compassion, generosity, honesty and responsibility.

Judaism encourages ethical responsibility and justice.

Christianity emphasises love of God and neighbour.

Islam encourages mercy, charity and devotion.

Hindu traditions explore duty, consequence and spiritual development.

Buddhism encourages compassion and understanding suffering.

Sikhism emphasises equality, service and honest living.

Jainism encourages non-violence and respect for life.

These similarities do not make the religions identical.

They do, however, provide opportunities for cooperation.

People from different traditions can work together to feed hungry families.

They can protect vulnerable children.

They can support education, healthcare and environmental protection.

They can recognise that another person's suffering matters regardless of their beliefs.

Humanity's common ground begins with its shared humanity.

Chapter 128 – The Four Pillars as a Bridge Between Beliefs Within the spiritual philosophy of ENKI, the Tom Tom Four Pillars provide an accessible framework through which people can explore themselves and their relationships without being required to adopt identical religious beliefs.

Brian's – Understanding Our Minds Explore thoughts, beliefs, curiosity, imagination and knowledge. Recognise that people understand existence differently and that learning requires an openness to questions.

Waves – Understanding Our Feelings Recognise the emotional experiences that influence our beliefs and behaviour. Learn to manage fear, anger, uncertainty and disagreement without causing unnecessary harm.

Circles – Understanding Our Connections Recognise the importance of families, communities, cultures and traditions. Understand how our actions influence the people around us.

Bridges – Understanding One Another Create opportunities for communication between people of different backgrounds, beliefs and experiences. Build relationships through listening, respect and cooperation.

The Four Pillars do not require humanity to abandon its religious traditions.

They encourage people to develop the understanding necessary to live peacefully alongside one another.

Chapter 129 – The Temple Within Humanity has constructed extraordinary places of worship.

Temples, churches, mosques, synagogues and Gurdwaras have provided places for reflection, community and spiritual connection.

Yet within ENKI, the temple also represents something within ourselves.

Our thoughts influence our decisions.

Our emotions influence our behaviour.

Our relationships influence our understanding.

Our choices influence the world.

A beautiful building cannot compensate for cruelty.

An elaborate ceremony cannot replace compassion.

A sacred title cannot establish moral superiority.

The spiritual temple within us is developed through the way we live.

Every honest decision strengthens its foundations.

Every act of kindness contributes towards its beauty.

Every willingness to learn opens another doorway.

Chapter 130 – One Humanity Beneath the Heavens Humanity has divided itself through borders, languages, religions, cultures and political systems.

Some of these divisions provide identity and belonging.

Others become sources of misunderstanding and conflict.

Yet every human being enters existence with fundamental needs.

We need nourishment.

We need protection.

We need opportunities to learn.

We need relationships, dignity and understanding.

We experience happiness, sadness, fear, curiosity and hope.

Within ENKI, humanity belongs to one great Circle of Creation.

Our differences do not remove our connection.

Our disagreements do not remove our responsibilities.

We may understand God differently.

We may disagree about the nature of the soul.

We may possess different explanations for the beginning of existence.

But we can still choose to care for one another.

The greatest spiritual achievement of humanity may not be discovering a single religion that everybody follows.

It may be learning to live together lovingly despite our differences.

The Five Commandments of Love

The First Commandment – Love Yourself Recognise the worth of your existence. Care for your mind, body and emotional wellbeing. Respect your individuality and give yourself permission to learn, question and grow.

The Second Commandment – Love Others Treat others as you would wish to be treated.

Respect their dignity, freedom, beliefs, differences and right to live without cruelty.

The Third Commandment – Speak Truthfully and Act With Kindness Seek truth through curiosity, evidence and reflection. Speak honestly, act compassionately and possess the humility to recognise when your understanding may be incomplete.

The Fourth Commandment – Forgive, Learn and Give People the Opportunity to Grow Recognise that humanity is continually learning.

Encourage responsibility, meaningful change and understanding. Never confuse forgiveness with accepting further harm.

The Fifth Commandment – Protect Life, Care for Creation and Help Those in Need Protect children and vulnerable people. Care for animals, nature and the environment. Share knowledge, resources and opportunities. Use your abilities to reduce suffering and create a kinder world.

The Central Teaching of Book IX Do not ask only which religion another person follows.

Ask how they treat those who need their kindness.

Do not ask only which name they give to God.

Ask whether their actions demonstrate compassion.

Do not measure spiritual wisdom by the number of sacred words somebody remembers.

Measure it through their willingness to understand, learn and protect life.

Humanity has created many languages through which to express its spiritual understanding.

Yet kindness requires no translation.

A hungry person understands the sharing of food.

A frightened child understands the presence of safety.

A lonely person understands companionship.

A grieving person understands compassion.

Let our differences become opportunities for discovery rather than reasons for hatred.

For within ENKI, love is the foundation of spiritual understanding, and every human being deserves the opportunity to experience it.

Next: BOOK X – THE STRUCTURE OF CREATION AND THE MYSTERIES OF THE HEAVENS An exploration of the ENKI spiritual cosmology, the two mirrored realms, the firmament, the waters of creation, the surrounding ice wall, the Sun and Moon, the lands beyond, ancient cosmological writings and the symbolic relationship between the physical and spiritual worlds, distinguishing spiritual mythology from established scientific knowledge.

ENKI

BOOK X – THE STRUCTURE OF CREATION AND THE MYSTERIES OF THE HEAVENS The two realms, the waters of creation, the firmament and the spiritual architecture of existence.

By Counsellor Tomass J. Wood This book establishes the original spiritual cosmology of ENKI, exploring two mirrored realms, their surrounding waters, the firmament, the boundaries of the known lands and the relationship between physical and spiritual existence. This cosmology is presented as a spiritual model of creation, distinct from the scientifically established understanding of Earth and the universe.

Chapter 131 – Before the Formation of the Realms Before the formation of the lands, before the appearance of humanity and before the first generation opened its eyes towards the heavens, there existed the great mystery of creation.

Within ENKI, the waters represent the original foundation from which the realms emerged.

They symbolise potential, movement, transformation and the beginning of life.

The opening passages of Genesis describe darkness upon the face of the deep and the Spirit of God moving over the waters.

Ancient Mesopotamian creation narratives also describe primordial waters, whilst Egyptian traditions speak of Nun, the watery expanse associated with the beginnings of creation.

Although these traditions possess different theological meanings, water repeatedly appears within humanity's earliest accounts of existence.

Within ENKI, creation begins through the establishment of order within this original expanse.

Boundaries are formed.

The waters are separated.

The lands emerge.

Light and darkness become distinguishable.

The conditions through which life can develop are established.

Creation becomes the beginning of an extraordinary journey towards consciousness, knowledge and love.

Chapter 132 – The Two Realms of Creation Within the spiritual cosmology of ENKI, creation contains two principal realms.

The first is the upper realm, representing the world familiar to humanity.

The second is the lower realm, positioned beneath the first and orientated in the opposite direction.

Together, they form a mirrored structure within the surrounding waters of creation.

Each realm possesses its own orientation, lands and heavens.

What is upwards within one realm corresponds to the opposite direction within the other.

Neither realm is necessarily spiritually superior to the other.

The terms upper and lower describe their positions within the symbolic structure rather than the moral worth of their inhabitants.

The two realms represent the principle of reflection.

Throughout existence, humanity encounters contrasting experiences.

Light and darkness.

Happiness and sadness.

Knowledge and uncertainty.

Creation and transformation.

The mirrored realms provide a spiritual image through which these relationships can be explored.

Chapter 133 – The Upper Realm The upper realm represents the familiar environment of human existence within the ENKI narrative.

It contains the lands upon which humanity develops its communities, establishes its civilisations and explores the mysteries of creation.

Within this realm, people experience the changing seasons, the movement of water, the appearance of the Sun and Moon and the extraordinary diversity of living things.

Humanity develops knowledge through observation and experience.

It discovers agriculture, mathematics, music, language, craftsmanship and medicine.

However, the upper realm is not simply a place of physical existence.

It is also a place of spiritual development.

Every generation inherits the knowledge, achievements and mistakes of those who came before it.

Each generation must decide how that inheritance will be used.

Will knowledge become a means of controlling others, or will it become a means of improving their lives?

Will humanity protect creation or consume it without consideration?

The purpose of earthly existence, within ENKI, is not merely survival.

It is the development of understanding.

Chapter 134 – The Mirrored Realm Beneath Beneath the upper realm exists its mirrored counterpart within the spiritual architecture of ENKI.

Its orientation is reversed relative to the upper realm.

Its heavens extend away from the central division between the two lands.

Within this cosmology, the lower realm is not automatically identified with hell, punishment or evil.

It represents another dimension of the creation narrative.

Throughout religious history, humanity has developed numerous accounts of worlds beneath the familiar lands.

Ancient Greek traditions describe Hades.

Mesopotamian traditions describe an underworld.

Norse mythology contains several interconnected worlds.

Ancient Egyptian spirituality describes the Duat, associated with the journey of the deceased.

These traditions are not identical, nor do they establish the physical existence of a mirrored world.

However, they demonstrate humanity's longstanding fascination with existence beyond its familiar surroundings.

Within ENKI, the lower realm encourages reflection upon the possibility that creation may contain mysteries beyond our present understanding.

Chapter 135 – The Waters Between the Realms Within the ENKI cosmology, the waters of creation extend between the two mirrored realms.

They also surround the wider structure of creation.

Water becomes the connecting element throughout the spiritual model.

It separates whilst simultaneously connecting.

It represents movement whilst surrounding the established boundaries.

It provides the foundation through which life can emerge.

Humanity already understands the extraordinary importance of water within physical existence.

Water supports living organisms, regulates temperature, shapes landscapes and enables countless biological processes.

The human body itself contains a considerable proportion of water.

Within ENKI, these physical properties inspire a wider spiritual symbolism.

Water represents the continuity of existence.

It moves between different states.

It changes its appearance.

It adapts to its surroundings.

Yet throughout these transformations, its fundamental nature remains.

This becomes a spiritual reflection upon the soul and the possibility of continuity through changing forms of existence.

Chapter 136 – The Firmament Within the opening chapters of Genesis, the firmament separates the waters above from the waters below.

The Hebrew term raqia has been translated in various ways, including firmament, expanse and vault.

Ancient interpretations of the heavens developed within cultures whose understanding of the cosmos differed considerably from modern astronomy.

Within ENKI, the firmament forms an essential part of the spiritual structure of each realm.

It represents the boundary between the inhabited world and the surrounding waters of creation.

The upper realm possesses its firmament.

The mirrored lower realm possesses its corresponding firmament.

Together, they establish the spiritual image of two enclosed worlds surrounded by primordial waters.

The firmament also carries a philosophical meaning.

It represents the boundary between what humanity understands and what remains mysterious.

Throughout history, knowledge has continually expanded beyond boundaries once considered permanent.

Humanity should therefore remain curious whilst recognising that spiritual imagery and physical evidence are different forms of understanding.

Chapter 137 – The Dome of the Heavens Within the cosmology of ENKI, the heavens of each realm form a protective enclosure.

The dome extends over the lands and establishes a separation between the inhabited realm and the waters beyond.

Within this spiritual model, the Sun and Moon exist inside the heavenly enclosure.

Their movements provide light, darkness, rhythm and the passage of time.

The dome represents protection and order within creation.

It also represents the human experience of standing beneath the heavens and contemplating the extraordinary mystery of existence.

Many ancient civilisations imagined the sky as a vault, canopy or celestial enclosure.

Modern astronomical observations, however, establish that Earth is approximately spherical and that the atmosphere gradually transitions into space rather than ending at a solid dome.

ENKI retains the dome as part of its original spiritual cosmology, allowing its symbolic meaning to be explored without presenting it as established physical geography.

Chapter 138 – The Surrounding Ice Wall Within the ENKI model, the familiar lands are surrounded by an extensive boundary of ice.

This boundary encloses the known region of the upper realm.

Beyond it, the spiritual narrative imagines further lands and territories.

The ice wall represents the boundary between familiarity and mystery.

Throughout history, humanity has been fascinated by geographical boundaries.

Oceans, mountains, deserts and frozen landscapes once represented enormous challenges to exploration.

People frequently imagined unknown lands beyond the limits of their maps.

Within established geography, Antarctica is a continent surrounding the South Pole, containing enormous ice sheets, glaciers and coastal ice shelves. It is not a continuous wall enclosing a flat Earth.

The surrounding ice wall within ENKI belongs to its alternative spiritual world-building.

Its deeper teaching concerns the importance of curiosity.

Humanity should continue exploring what it does not understand, whilst allowing reliable evidence to guide its conclusions.

Chapter 139 – The Lands Beyond Beyond the surrounding boundary, ENKI imagines further lands extending beyond the territories familiar to humanity.

These lands represent the continuing possibilities of creation.

They invite questions concerning civilisation, diversity, discovery and the limitations of human knowledge.

What might humanity learn from communities whose experiences differed entirely from its own?

Would people develop different languages, traditions and understandings of existence?

Would they discover different ways of organising their societies?

Would they encounter the same difficulties concerning greed, jealousy, compassion and responsibility?

Within the spiritual narrative, the lands beyond remind humanity that its own experiences should never be mistaken for the entirety of existence.

However, imagining undiscovered territories does not establish their physical reality.

The value of this part of ENKI lies in its invitation to explore possibilities, recognise uncertainty and remain open to learning.

Chapter 140 – The Sun: The Light of Creation Within ENKI, the Sun occupies an important position inside the heavenly enclosure.

It represents illumination, warmth, energy and the awakening of life.

Throughout ancient history, humanity recognised its extraordinary importance.

The Egyptians associated the Sun with Ra.

Other civilisations developed their own solar deities and ceremonies.

Agricultural communities observed its apparent movements to understand seasonal changes and organise their activities.

Modern science identifies the Sun as a star whose energy is produced through nuclear fusion.

Its light and warmth provide the energy necessary for most ecosystems on Earth.

Within the spiritual teachings of ENKI, the Sun also represents knowledge.

Just as sunlight illuminates the landscape, knowledge illuminates the mind.

Yet illumination alone does not establish wisdom.

A person may possess knowledge whilst using it destructively.

True wisdom emerges when understanding is accompanied by compassion.

Chapter 141 – The Moon: The Reflection of Creation The Moon has fascinated humanity throughout its existence.

Its changing appearance provided early civilisations with a means of measuring time.

Its relationship with the tides influenced communities living beside oceans and rivers.

Its presence became associated with numerous spiritual traditions, stories and ceremonies.

Within ENKI, the Moon exists alongside the Sun inside the heavenly enclosure of the spiritual model.

It represents reflection, emotion, change and the quieter aspects of existence.

Where the Sun symbolises illumination, the Moon symbolises contemplation.

Humanity needs both.

There are times when we must actively seek answers.

There are also times when we must reflect upon what we have already discovered.

Modern astronomy establishes that the Moon is Earth's natural satellite and that its visible phases result from the changing geometry of the Sun, Earth and Moon.

Its spiritual symbolism remains meaningful independently of the alternative cosmology described within ENKI.

Chapter 142 – The Stars and the Heavenly Patterns Throughout history, humanity has observed patterns amongst the stars.

These patterns became associated with animals, heroes, gods and important events within different cultures.

The heavens became a great collection of stories.

Ancient travellers used stars to assist navigation.

Agricultural communities observed seasonal changes in the night sky.

Religious traditions associated celestial events with spiritual meaning.

Within ENKI, the stars represent the extraordinary beauty and mystery of creation.

They remind humanity that its understanding remains incomplete.

Modern astronomy establishes that stars are distant celestial bodies, many of which are comparable to our Sun.

Their distances, compositions and movements can be investigated through observation and scientific measurement.

Within spiritual reflection, the stars also encourage humility.

Humanity should never become so convinced of its own importance that it forgets the extraordinary complexity of the existence surrounding it.

Chapter 143 – The Heavens and Wonder

The heavens invite observation, curiosity and gratitude. The stars can help us understand seasons and navigation, but they do not determine our choices or destiny. Christian faith places trust in God rather than divination. Let knowledge guide practical decisions and love guide our relationships.

Chapter 144 – Light and Darkness Within the structure of creation, light and darkness provide humanity with one of its earliest experiences of contrast.

Light allows us to observe our surroundings.

Darkness provides opportunities for rest and reflection.

Yet humanity has frequently associated light exclusively with goodness and darkness exclusively with evil.

Within ENKI, this distinction is explored more carefully.

Darkness is not necessarily something to fear.

Seeds develop beneath the soil.

Children develop within the womb.

Living organisms require periods of rest.

The night provides opportunities to observe the heavens.

Similarly, not everything brought into the light is necessarily good.

Knowledge can reveal cruelty as well as kindness.

Truth can reveal uncomfortable realities.

Light and darkness therefore represent different conditions of existence rather than automatic moral categories.

Wisdom involves understanding what each can teach us.

Chapter 145 – The Four Corners of Creation Within the ENKI narrative, the Garden of Eden is spiritually associated with ancient Egypt.

At its four corners stood the Four Guardians.

Each guardian represented an essential aspect of creation.

The crocodile-headed guardian represented water, creation and the wisdom associated with Enki. In one hand it carried the representation of Enki, and in the other a sceptre.

The lion guardian represented strength, courage and protection.

The human-form guardian represented consciousness, knowledge and understanding.

The heavenly guardian represented the stars, the heavens and spiritual connection.

Within the mythology of ENKI, one guardian remains in an altered form associated with the Great Sphinx, whilst another is described as buried and similarly altered.

These associations are elements of ENKI's original spiritual mythology rather than verified archaeological discoveries.

Together, the guardians represent the responsibility of humanity to maintain balance between knowledge, strength, nature and spiritual understanding.

Chapter 146 – The Relationship Between the Guardians and the Realms The Four Guardians represent more than the boundaries of the Garden.

Within ENKI, they also express the principles through which creation should be understood.

Water reminds humanity of its dependence upon nature.

Strength reminds humanity of its responsibility to protect.

Human consciousness reminds humanity of its ability to learn.

The heavens remind humanity of the mysteries that remain beyond its understanding.

These principles extend throughout the symbolic structure of both realms.

Creation cannot be understood through strength alone.

It cannot be understood through knowledge alone.

It cannot be understood through spiritual belief alone.

Each aspect contributes something different.

The guardians therefore represent balance.

Humanity must learn to bring its physical, intellectual, emotional and spiritual experiences together without allowing one to destroy the others.

Chapter 147 – The Spiritual Meaning of the Mirrored Worlds The mirrored realms provide a powerful image of reflection.

Humanity frequently recognises the behaviour of others whilst struggling to recognise similar behaviour within itself.

A person may condemn dishonesty whilst refusing to acknowledge their own mistakes.

A person may demand kindness whilst behaving without compassion.

A person may seek freedom whilst attempting to control another.

The mirrored worlds encourage humanity to examine itself.

Before judging another person, consider your own actions.

Before demanding understanding, consider whether you have attempted to understand.

Before seeking forgiveness, consider whether you have accepted responsibility.

Reflection does not require self-condemnation.

It provides an opportunity for growth.

The mirror should not become an instrument of shame.

It should become an instrument of understanding.

Chapter 148 – The Physical and Spiritual Worlds Humanity experiences physical existence through the body and its senses.

We observe, listen, touch, taste and smell.

Through instruments and scientific investigation, we extend these abilities considerably beyond their natural limitations.

Spiritual existence concerns questions of meaning, consciousness, purpose and the possibility of something beyond physical experience.

Within ENKI, the two forms of exploration are encouraged to coexist.

Scientific understanding helps humanity investigate the physical world.

Spiritual reflection helps humanity consider the meaning it gives to existence.

Neither requires dishonesty.

A spiritual belief should not be presented as a scientific discovery without supporting evidence.

Scientific uncertainty should not automatically be interpreted as proof of a particular spiritual explanation.

Humanity can remain curious about the divine whilst respecting the knowledge developed through careful observation.

Truthfulness requires us to distinguish what we know from what we believe.

Chapter 149 – The Movement of Time Within creation, humanity experiences change through the passage of time.

The Sun rises and sets.

The seasons change.

Children grow into adults.

Civilisations develop, transform and eventually become part of history.

Time provides the opportunity for learning.

Without change, humanity could not develop new understanding.

Within ENKI, earthly time represents the chapters through which the spiritual journey unfolds.

The concept of reincarnation imagines that this journey may continue through different lifetimes.

However, the present lifetime remains important.

We cannot return to yesterday and change the decisions we made.

We cannot possess tomorrow before it arrives.

But we can influence the present.

Every act of kindness occurs within a moment.

Every opportunity to learn begins somewhere.

Humanity should therefore treasure time rather than continually postponing the responsibility to live well.

Chapter 150 – The Great Cycle of Water Water continually moves throughout the natural world.

It evaporates, forms clouds, returns through precipitation and travels through rivers, soil and oceans.

This process sustains countless forms of life.

Within ENKI, the water cycle becomes a spiritual image of continuity and transformation.

The waters of creation surround the two realms within its cosmology.

The waters between them represent connection.

The movement of water represents change.

Its return represents continuity.

This symbolism connects with the spiritual understanding of reincarnation, although the physical water cycle does not establish the reincarnation of consciousness.

Humanity can learn important lessons from water.

Adapt when circumstances change.

Recognise when movement is necessary.

Understand that gentleness and strength can exist together.

Protect the natural systems upon which life depends.

Chapter 151 – The Great Circle of Creation The circle appears repeatedly throughout humanity's understanding of existence.

The changing seasons form cycles.

Living organisms reproduce across generations.

Water moves through recurring processes.

Communities develop through interconnected relationships.

Within ENKI, the circle represents the unity of creation.

The two mirrored realms belong within the greater spiritual structure.

The waters surround and connect them.

The guardians represent balance.

The heavens represent mystery.

Humanity represents consciousness exploring its relationship with existence.

Yet humanity is not separate from creation.

Our bodies depend upon the natural world.

Our minds develop through experience.

Our relationships influence our wellbeing.

Our actions influence the lives of others.

We belong within the circle rather than standing above it.

Chapter 152 – The Responsibility of Discovery Throughout history, humanity has expanded its understanding through exploration.

People have developed instruments to observe the heavens.

They have studied the composition of rocks, the movement of water and the development of living organisms.

They have discovered microorganisms invisible to the unaided eye.

They have developed mathematical systems through which complex natural processes can be understood.

Within ENKI, discovery is encouraged through Curious Brian, Questioning Brian and Learning Brian.

However, discovery requires more than imagination.

An idea must be examined.

Evidence must be considered.

Alternative explanations must be explored.

Mistakes must be acknowledged.

A person should never be ridiculed simply for asking a sincere question.

Equally, a question should not automatically be treated as proof of the answer somebody hopes to discover.

The pursuit of truth requires both courage and humility.

Chapter 153 – Creation Does Not Belong to Humanity Humanity frequently behaves as though the natural world exists solely for its benefit.

Forests become resources.

Animals become commodities.

Water becomes something to purchase and control.

Land becomes something to possess.

Yet humanity depends upon the very systems it sometimes damages.

Within ENKI, creation is understood as something entrusted to humanity rather than something humanity possesses without responsibility.

The protection of nature becomes a spiritual obligation.

Clean water should be protected.

Habitats should be respected.

Resources should be used responsibly.

Future generations should be considered when decisions are made.

The intelligence of humanity gives it extraordinary abilities.

Those abilities should be accompanied by an equally extraordinary commitment to care.

Chapter 154 – The Four Pillars of Creation Within ENKI, the Tom Tom Four Pillars connect the spiritual architecture of creation with the everyday development of human understanding.

The First Pillar – Brian's Brian's represents consciousness, curiosity, knowledge and imagination.

Through understanding our minds, we become better equipped to explore creation and recognise the limitations of our knowledge.

The Second Pillar – Waves Waves represents water, movement, emotion and transformation.

Through understanding our feelings, we learn to respond to change without becoming governed entirely by fear or anger.

The Third Pillar – Circles Circles represents continuity, relationships, belonging and interconnected existence.

Through understanding our connections, we recognise that our actions influence people, communities and the natural world.

The Fourth Pillar – Bridges Bridges represents communication, discovery and the connection between different perspectives.

Through building bridges, humanity can share knowledge, explore different beliefs and develop greater understanding.

Together, these pillars transform the spiritual imagery of creation into practical principles for living.

Chapter 155 – The Greatest Mystery of Creation Humanity may continue exploring the structure of existence for thousands of generations.

It may discover extraordinary things about consciousness, matter, energy and the origins of life.

It may develop new technologies and uncover knowledge that previous civilisations could never have imagined.

Yet the greatest question within ENKI remains remarkably simple.

What will humanity do with its understanding?

Will it use knowledge to dominate or educate?

Will it use wealth to accumulate or provide?

Will it use strength to intimidate or protect?

Will it use spiritual belief to divide or connect?

The mysteries of creation deserve exploration.

But humanity must never become so occupied with understanding the heavens that it forgets to care for the people standing beside it.

The greatest purpose of knowledge is not merely to know more.

It is to understand how to live better.

The Five Commandments of Love

I. Love Yourself Recognise the worth of your existence. Care for your mind, your body and your emotional wellbeing. Allow yourself the freedom to question, discover and grow.

II. Love Others Recognise that every individual belongs within the great circle of humanity. Respect their dignity, individuality, freedom and right to live safely.

III. Speak Truthfully and Act With Kindness Explore creation with curiosity and humility.

Distinguish knowledge from belief, examine evidence honestly and allow compassion to guide your actions.

IV. Forgive, Learn and Give People the Opportunity to Grow Recognise that understanding develops through experience. Learn from mistakes, encourage accountability and allow people the

opportunity to change without accepting further harm.

V. Protect Life, Care for Creation and Help Those in Need Protect children, vulnerable people, animals and the natural world. Respect the waters, lands and living systems that sustain existence. Use knowledge and resources to create a better world for future generations.

The Central Teaching of Book X Before humanity seeks to understand the boundaries of creation, it must learn to understand the boundaries of its own knowledge.

Before it seeks to discover the mysteries of the heavens, it must recognise the mysteries within its own mind.

The waters teach us to adapt.

The heavens teach us to wonder.

The Sun teaches us to illuminate.

The Moon teaches us to reflect.

The guardians teach us to maintain balance.

The mirrored realms teach us to examine ourselves.

The circle teaches us that we are connected.

And love teaches us what to do with everything we discover.

For knowledge without compassion can become destructive, strength without responsibility can become oppression, and faith without humility can become division.

Let humanity explore creation with an open mind, a truthful voice and a loving heart.

Next: BOOK XI – CONSCIOUSNESS, THE HUMAN MIND AND THE MANY BRIAN'S A detailed exploration of consciousness, the relationship between the mind, body and soul, neurodivergence, imagination, dreams, intuition, emotional development, free will and the spiritual and educational foundations of Tom Tom's Brian's.

ENKI

BOOK XI – CONSCIOUSNESS, THE HUMAN MIND AND THE MANY BRIAN'S Understanding the mind, discovering the self and awakening the wisdom within humanity.

By Counsellor Tomass J. Wood This book brings together the spiritual philosophy of ENKI, contemporary understanding of the human mind and the educational principles of the Tom Tom Universe. The Brian's represent different aspects of our thoughts, emotions and responses, rather than separate physical brains.

Chapter 156 – The Awakening of Consciousness Amongst the greatest mysteries of creation is the ability to experience existence.

Humanity does not simply exist within the world. It possesses the ability to observe the world, question its existence and reflect upon its own experiences.

We can remember yesterday, experience today and imagine tomorrow.

We can recognise beauty, experience affection, create music and consider possibilities that have never previously existed.

This awareness is associated with consciousness.

Although humanity has developed considerable scientific understanding of the brain, questions remain concerning how subjective experience arises from its activity.

Within ENKI, consciousness represents the awakening of creation to its own existence.

Through consciousness, humanity becomes capable of questioning its origins and considering its responsibilities.

However, awareness alone does not guarantee wisdom.

A conscious individual can choose kindness or cruelty, honesty or dishonesty, cooperation or exploitation.

The development of consciousness must therefore be accompanied by the development of moral understanding.

Chapter 157 – The Mind, the Body and the Soul Within the spiritual philosophy of ENKI, human existence can be explored through three interconnected aspects.

The body provides the physical means through which we experience the world.

The mind allows us to process information, develop understanding, remember experiences and imagine possibilities.

The soul represents the spiritual essence of existence within the beliefs of ENKI.

These aspects should not be considered enemies of one another.

Physical wellbeing influences emotional wellbeing.

Our thoughts influence our behaviour.

Our relationships influence our sense of identity.

Our spiritual beliefs can influence the meaning we give to our experiences.

Humanity should therefore avoid concentrating upon spiritual development whilst neglecting physical and emotional needs.

A hungry person needs nourishment.

An exhausted person needs rest.

An injured person needs appropriate care.

An overwhelmed person may need understanding and a safer environment.

Caring for the body and mind is not separate from spiritual responsibility.

It is an expression of love towards ourselves.

Chapter 158 – The Many Brian's Within the Tom Tom Universe, the different experiences of the human mind are represented through characters known as Brian's.

Each Brian represents a recognisable aspect of human experience.

Some encourage discovery.

Some recognise danger.

Some respond to uncertainty.

Some provide comfort.

Some help us imagine possibilities.

Others encourage us to reflect upon our behaviour.

These characters provide an accessible language through which children and adults can explore complex internal experiences.

Rather than describing ourselves as fundamentally good or bad because of a particular thought or emotion, we can begin recognising what we are experiencing and why.

The Brian's are educational metaphors. They are not separate personalities, independent beings or individual anatomical brains.

They represent the extraordinary complexity of one interconnected human mind.

The purpose of understanding our Brian's is to develop greater awareness, compassion and responsibility.

Chapter 159 – Curious Brian Curious Brian represents humanity's desire to explore.

Without curiosity, humanity might never have developed language, agriculture, medicine, mathematics or technology.

Curiosity encourages us to examine unfamiliar objects, investigate natural processes and discover how things work.

It encourages children to ask questions that adults may have forgotten to consider.

Within ENKI, Curious Brian represents one of the greatest gifts associated with consciousness.

However, curiosity must be accompanied by responsibility.

Not every experiment is safe.

Not every unfamiliar substance should be consumed.

Not every possibility should be explored without considering its consequences.

The story of the Tree of Knowledge reminds humanity that curiosity without understanding can create difficulties.

Curious Brian should therefore work alongside Safety Brian and Learning Brian.

The purpose of curiosity is not simply to discover more.

It is to discover responsibly.

Chapter 160 – Questioning Brian Questioning Brian encourages humanity to examine what it has been told.

Throughout history, knowledge has developed because individuals questioned existing explanations.

They observed inconsistencies, investigated evidence and considered alternative possibilities.

Questioning Brian reminds us that authority does not automatically establish truth.

However, questioning everything does not mean automatically rejecting everything.

A disagreement is not proof that somebody is dishonest.

An unanswered question is not proof of a hidden explanation.

A strong belief is not necessarily evidence that something has occurred.

Questioning Brian must remain willing to examine its own conclusions.

Within ENKI, genuine questioning involves curiosity, evidence, patience and intellectual humility.

The greatest questioner is not necessarily the person who challenges everybody else.

It is the person who is also willing to challenge their own understanding.

Chapter 161 – Learning Brian Learning Brian represents the ability to develop understanding through experience, education and reflection.

Humanity does not enter existence possessing every answer.

We learn gradually.

We develop language through interaction.

We develop practical skills through experience.

We develop emotional understanding through relationships.

We develop knowledge through observation, instruction and investigation.

Learning Brian recognises that mistakes are often part of development.

A mistake should become an opportunity to understand what happened and discover a more effective approach.

Education should therefore encourage curiosity rather than humiliation.

Children should not be made to feel inferior because they require different methods of learning.

Adults should not be ashamed of discovering that something they previously believed was incorrect.

Learning continues throughout existence.

Wisdom begins when we recognise that there is always something more to understand.

Chapter 162 – Imagination Brian Imagination Brian represents humanity's ability to create possibilities beyond its immediate surroundings.

Through imagination, people create stories, music, inventions, paintings and extraordinary works of architecture.

Children can transform ordinary objects into entire imaginary worlds.

Adults can imagine solutions to problems that have never previously been resolved.

Within ENKI, imagination represents an important expression of consciousness.

However, imagination and established reality must remain distinguishable.

An imagined possibility may inspire an investigation, but imagining something does not establish that it physically exists.

A powerful dream may possess personal meaning without predicting a future event.

A spiritual image may communicate a philosophical teaching without describing physical geography.

Imagination becomes particularly valuable when it works alongside curiosity, learning and careful examination.

It allows humanity to explore what might be possible whilst remaining honest about what is presently known.

Chapter 163 – Safety Brian Safety Brian represents the mind's responsibility to recognise potential danger and encourage protection.

Human beings possess biological systems that respond to threats.

These responses can influence attention, heart rate, breathing, movement and decision-making.

Safety Brian encourages us to move away from dangerous situations, seek assistance and recognise when something requires caution.

However, the mind can sometimes respond strongly to circumstances that are unfamiliar rather than genuinely dangerous.

Previous experiences can influence our expectations of the present.

Some individuals experience heightened sensitivity to sounds, environments, uncertainty or social situations.

Safety Brian therefore needs understanding rather than criticism.

We can acknowledge feelings of danger whilst carefully examining whether a threat is present.

Safety Brian's purpose is protection.

Through appropriate support, reliable information and reassuring environments, we can help our protective responses become more manageable.

Chapter 164 – Worry Brian Worry Brian represents the mind's attempts to anticipate difficulties.

It asks what might happen tomorrow.

It considers what could go wrong.

It remembers previous experiences and attempts to prevent similar difficulties from occurring again.

In moderation, worry can encourage preparation.

It can remind us to complete important responsibilities or consider the consequences of our decisions.

However, excessive worry can become exhausting.

The mind may repeatedly explore possibilities that have not occurred and may never occur.

Within ENKI, Worry Brian should not be treated as an enemy.

It is attempting to provide protection through anticipation.

Nevertheless, worrying about something does not establish that it will happen.

Worry Brian can work alongside Questioning Brian to examine evidence, Learning Brian to discover solutions and Comfort Brian to provide reassurance.

Understanding worry allows humanity to prepare for tomorrow without losing every opportunity to enjoy today.

Chapter 165 – Fear Brian Fear Brian represents one of humanity's most ancient protective experiences.

Fear can encourage us to respond quickly when danger is present.

It can help us recognise uncertainty and seek protection.

However, fear can also influence the way we interpret unfamiliar circumstances.

Humanity has sometimes responded to unfamiliar cultures, different beliefs and unusual behaviour through fear rather than curiosity.

Fear has contributed towards prejudice, exclusion and unnecessary conflict.

Jayzee encouraged humanity to recognise fear without allowing it to determine every decision.

A person can experience fear whilst behaving compassionately.

A community can recognise uncertainty without becoming hostile towards strangers.

An individual can seek protection without automatically assuming that everybody intends to cause harm.

Courage does not mean destroying Fear Brian.

It means learning how to respond wisely when Fear Brian becomes active.

Chapter 166 – Freeze Brian Sometimes the human nervous system responds to overwhelming circumstances through freezing.

A person may struggle to move, speak, make decisions or respond to instructions.

This can occur during frightening experiences, intense stress or overwhelming environments.

Within the Tom Tom Universe, Freeze Brian represents this experience.

A child who becomes silent may not be deliberately refusing to communicate.

An adult who struggles to respond during conflict may be experiencing an involuntary stress response.

Increasing pressure does not necessarily help.

Sometimes the most helpful response is to reduce demands, provide reassurance, allow time and establish safety.

Freeze Brian reminds humanity that behaviour cannot always be understood through appearances alone.

Before accusing somebody of refusing to cooperate, consider whether they are currently able to respond.

Understanding creates opportunities for support that judgement frequently overlooks.

Chapter 167 – Sensitive Brian Sensitive Brian represents the experience of noticing and responding strongly to the world.

Some individuals experience sounds, lights, textures, smells or physical sensations more intensely than others.

Some are particularly affected by changes in relationships, criticism or emotional environments.

Sensitivity can bring difficulties.

It can also contribute towards creativity, attention to detail, empathy and appreciation of beauty.

Humanity frequently expects sensitive individuals to adapt to environments that could reasonably be made more accessible.

Within ENKI, difference should encourage understanding rather than shame.

A quieter environment may help somebody concentrate.

Predictability may reduce uncertainty.

Alternative communication methods may allow somebody to express themselves more comfortably.

Sensitivity is not automatically weakness.

The responsibility of a loving society is to recognise different needs and create environments in which more people can flourish.

Chapter 168 – Comfort Brian Comfort Brian represents our need for reassurance, familiarity, rest and emotional security.

Throughout childhood, comfort may be associated with familiar people, treasured possessions, favourite stories or predictable routines.

Within adulthood, comfort may come through music, relationships, nature, familiar activities or peaceful surroundings.

Jayzee understood the importance of comfort through his memories of Mary, Jo and Aunty Em.

Their affection had provided security within a world that could sometimes feel uncertain.

Humanity should never ridicule somebody simply because they find comfort in something another person considers unimportant.

A treasured childhood possession may represent years of emotional connection.

A familiar routine may provide stability during difficult circumstances.

Comfort does not prevent growth.

Appropriate comfort can provide the security necessary for exploration and development.

Chapter 169 – Hope Brian Hope Brian represents the ability to imagine that circumstances may improve.

Hope encourages humanity to continue learning when difficulties arise.

It encourages individuals to seek support, develop new abilities and consider possibilities beyond their present experiences.

Within ENKI, hope also possesses spiritual significance.

It represents the belief that love, understanding and goodness remain possible even when humanity experiences suffering.

However, hope should not require us to ignore reality.

We can hope for reconciliation whilst respecting another person's decisions.

We can hope for justice whilst recognising the importance of evidence and lawful processes.

We can hope for healing whilst seeking appropriate medical or emotional support.

Hope becomes stronger when accompanied by practical action.

It is not a guarantee that everything will happen as we wish.

It is the recognition that meaningful possibilities may remain.

Chapter 170 – Kindness Brian Kindness Brian represents our ability to recognise the needs of others and respond compassionately.

It encourages us to listen.

It encourages us to share.

It encourages us to consider how our behaviour influences another person's experience.

Within ENKI, Kindness Brian occupies a central position because kindness transforms spiritual understanding into practical action.

A person may possess extraordinary knowledge of religious teachings.

Yet if that knowledge never influences their behaviour, its benefit remains limited.

Kindness does not require abandoning boundaries.

We can behave compassionately whilst refusing unreasonable demands.

We can understand another person's difficulties whilst protecting ourselves from harmful behaviour.

We can help others without sacrificing every aspect of our own wellbeing.

Genuine kindness recognises that our own needs matter alongside the needs of others.

Chapter 171 – Guilt Brian Guilt Brian encourages us to reflect upon our actions when we believe we may have caused harm.

Healthy guilt can help humanity recognise mistakes and develop responsibility.

It can encourage an apology, an attempt to repair damage and a commitment to behave differently.

However, guilt can also become misplaced.

Some individuals feel responsible for circumstances they could not control.

Children may incorrectly believe that disagreements between adults are their fault.

People experiencing manipulation may be encouraged to accept responsibility for another person's behaviour.

Guilt Brian therefore needs to work alongside Questioning Brian.

What actually happened?

What was within our control?

What responsibility genuinely belongs to us?

What can reasonably be repaired?

Within ENKI, accountability should encourage growth rather than permanent self-condemnation.

A mistake may require responsibility, but it does not remove the fundamental dignity of the individual who made it.

Chapter 172 – The Brian's Working Together No single Brian represents the entirety of human existence.

Curious Brian may encourage exploration whilst Safety Brian recognises possible risks.

Imagination Brian may develop a new idea whilst Questioning Brian examines its reliability.

Worry Brian may anticipate difficulties whilst Hope Brian considers opportunities.

Guilt Brian may recognise a mistake whilst Kindness Brian encourages an appropriate response.

Comfort Brian may provide the security necessary for Learning Brian to continue developing.

The purpose of understanding the Brian's is not to silence every uncomfortable experience.

It is to develop cooperation between different aspects of ourselves.

Within ENKI, wisdom emerges when humanity learns to balance curiosity with caution, imagination with evidence, emotion with reflection and personal needs with compassion for others.

The mind becomes easier to understand when we stop treating every internal difficulty as a personal failure.

Chapter 173 – Neurodivergence and the Diversity of Creation Humanity does not possess one universal way of thinking.

People differ in attention, communication, sensory processing, memory, movement and learning.

Autism, ADHD, dyslexia and dyspraxia are amongst the forms of neurodivergence that influence how individuals experience everyday life.

These differences can involve genuine difficulties alongside individual strengths.

No two neurodivergent individuals necessarily experience the world identically.

Within ENKI, neurological diversity represents part of the extraordinary variation found throughout humanity.

An individual should not be considered spiritually inferior because they communicate differently.

A child should not be denied educational opportunities because conventional teaching methods do not meet their needs.

An adult should not be judged solely through their ability to conform to social expectations.

Understanding neurodivergence requires listening to individuals, recognising their support needs and respecting their dignity.

Difference does not remove the right to belong.

Chapter 174 – The Child Behind the Behaviour Humanity frequently responds to behaviour without investigating the experiences beneath it.

A child may become distressed because an environment is overwhelming.

They may struggle to communicate because they cannot find the words.

They may become frustrated because a task has been presented in a way they do not understand.

They may withdraw because previous experiences have made them uncertain about seeking help.

Within the Four Pillars, behaviour becomes an invitation to explore what an individual may be experiencing.

This does not mean every behaviour is acceptable.

Children still need boundaries, guidance and protection.

However, boundaries can be communicated without humiliation.

Education can encourage responsibility without creating unnecessary fear.

Adults should consider whether a child needs punishment, teaching, reassurance, environmental adjustments or additional professional support.

Understanding the child behind the behaviour is one of the greatest expressions of compassionate education.

Chapter 175 – Dreams and the Sleeping Mind During sleep, the human brain continues performing important biological processes.

Sleep supports physical recovery, memory and emotional functioning.

Dreams can contain familiar people, unusual environments, powerful emotions and extraordinary experiences.

Throughout history, religious traditions have sometimes interpreted dreams as spiritual messages.

Within ENKI, dreams may be explored as opportunities for personal reflection.

A dream might encourage somebody to consider an unresolved feeling or a meaningful relationship.

However, dreams can also arise through ordinary processes involving memory, emotion and imagination.

A dream about another person does not establish what that person is thinking.

A dream about a future event does not guarantee that it will occur.

Spiritual reflection should therefore remain accompanied by careful judgement.

Dreams can provide inspiration without becoming instructions that humanity must automatically obey.

Chapter 176 – Intuition and Inner Understanding Human beings sometimes experience a feeling of understanding before they can fully explain how they reached it.

This experience is frequently described as intuition.

Intuition can develop through previous experiences, unconscious pattern recognition and emotional responses.

An experienced musician may recognise an incorrect note immediately.

A skilled craftsperson may notice that something does not appear right before identifying the precise difficulty.

However, intuition can also be influenced by anxiety, expectations, prejudice and previous experiences that do not accurately reflect the present situation.

Within ENKI, intuition may encourage further exploration.

It should not automatically establish certainty.

A feeling deserves recognition, but important conclusions require appropriate evidence.

Wisdom involves listening to our internal experiences whilst remaining willing to examine them.

Chapter 177 – The Inner Voice Humanity frequently experiences internal dialogue.

We consider possibilities, rehearse conversations, remember instructions and reflect upon our experiences.

For some individuals, these thoughts appear primarily through words.

Others experience more visual, emotional or conceptual forms of thinking.

Within spiritual traditions, internal experiences have sometimes been interpreted as guidance.

Within the narrative of ENKI, John represents Jayzee's spiritual companion and guide.

His role encourages curiosity, compassion and reflection.

However, an internal voice, unusual experience or powerful conviction does not necessarily establish communication with an external spiritual being.

Experiences that become frightening, disruptive or encourage dangerous actions deserve appropriate professional support.

No spiritual interpretation should require somebody to abandon their safety or the wellbeing of others.

The teachings of ENKI encourage reflection, personal responsibility and the protection of life.

Chapter 178 – Memory and the Story of Ourselves Memory contributes enormously towards our sense of identity.

We remember relationships, places, experiences and lessons that have influenced our development.

Yet memory is not a perfect recording of everything that has occurred.

Memories can become incomplete, change over time or be influenced by later experiences.

Different people may remember the same event differently.

Within ENKI, understanding memory encourages compassion and careful examination.

An emotionally powerful memory may deserve serious attention without every detail necessarily being accurate.

When establishing important facts, independent evidence and reliable records can help clarify what happened.

Our memories contribute towards the story of who we are.

However, they do not need to determine everything we can become.

Humanity possesses the ability to develop new experiences, create new relationships and discover new understanding.

Chapter 179 – Free Will and Responsibility The nature of free will has occupied philosophers, scientists and spiritual thinkers for centuries.

Human decisions are influenced by biology, previous experiences, emotions, relationships and surrounding circumstances.

Questions remain concerning the extent to which human choices can be considered completely independent.

Within ENKI, personal responsibility remains an important moral principle.

Understanding the influences upon behaviour can help humanity prevent harm and develop more effective support.

However, understanding those influences does not automatically remove accountability.

A person experiencing anger may need support in managing that emotion.

They must also recognise the importance of not harming others.

A person experiencing jealousy may need help understanding their insecurity.

They must also respect the freedom of another individual.

Humanity should develop environments that encourage responsible choices whilst protecting those who may be affected by harmful behaviour.

Chapter 180 – The Difference Between Thought and Action Every human mind produces numerous thoughts.

Some are welcome.

Some are unexpected.

Some may be uncomfortable or inconsistent with our values.

Experiencing a thought does not necessarily mean that we intend to act upon it.

Within ENKI, this distinction becomes important for emotional understanding.

Humanity should not automatically condemn itself because an unwanted thought enters the mind.

Instead, we can recognise the thought, consider its meaning where appropriate and choose how to respond.

Anger does not require aggression.

Fear does not require hostility.

Jealousy does not require control.

Curiosity does not require unsafe experimentation.

The ability to recognise thoughts without automatically acting upon them provides opportunities for wiser decisions.

Our moral responsibility concerns how we respond to our experiences and how our actions influence others.

Chapter 181 – The Mind After Trauma Experiences of cruelty, loss, neglect or overwhelming danger can influence the human nervous system long after the original circumstances have ended.

Individuals may experience heightened alertness, difficulties trusting others, distressing memories, emotional overwhelm or avoidance.

These experiences vary considerably.

Within ENKI, Jayzee's childhood tragedy provides a spiritual narrative through which the consequences of trauma can be explored.

His journey demonstrates the importance of companionship, understanding and opportunities to rebuild a sense of security.

Healing should never be reduced to an instruction to forgive or think positively.

People may need safe environments, supportive relationships, practical assistance and qualified therapeutic care.

Spiritual beliefs can provide comfort for some individuals, but they should not replace necessary treatment.

Humanity must learn to respond to suffering with patience rather than judgement.

Chapter 182 – The Mind and the Power of Music Music possesses an extraordinary ability to influence human experience.

Rhythm can encourage movement.

Melody can communicate emotion.

Familiar songs can evoke memories.

Shared musical experiences can create opportunities for connection.

Within ENKI, Jayzee's guitar represents the ability to communicate beyond ordinary conversation.

His travelling companions sang together, creating moments of happiness, reflection and belonging.

Music can be particularly meaningful for individuals who communicate or process information differently.

However, people experience sound in different ways.

Music that comforts one person may overwhelm another.

A loving environment respects these differences.

Humanity should encourage creative expression without demanding that everybody participate identically.

Music becomes another Bridge through which people can discover connection.

Chapter 183 – The Four Pillars of Consciousness The Tom Tom Four Pillars bring together the different aspects of human experience explored throughout this book.

Brian's – The Understanding of Consciousness Recognise thoughts, memories, imagination, curiosity, protective responses and individual differences. Develop awareness of how the mind influences behaviour.

Waves – The Understanding of Emotional Experience Recognise feelings as changing experiences.

Learn to respond to emotional overwhelm, uncertainty, happiness, sadness and anger with understanding and responsibility.

Circles – The Understanding of Connection Recognise how relationships, environments and communities influence development. Understand that belonging, safety and healthy boundaries contribute towards wellbeing.

Bridges – The Understanding of Others Develop communication, empathy, cooperation and accessible ways of sharing knowledge.

Recognise that different minds may require different pathways towards understanding.

Together, the Four Pillars provide a framework for education, personal reflection and compassionate relationships.

They are intended to support understanding rather than replace professional assessment, healthcare or established educational support.

Chapter 184 – The Awakening of Humanity Humanity frequently imagines spiritual awakening as the discovery of extraordinary hidden knowledge.

Within ENKI, awakening also represents something more personal and practical.

It begins when we recognise that our thoughts are not always accurate.

It develops when we understand that our emotions do not need to determine every action.

It grows when we recognise that other people possess experiences different from our own.

It becomes meaningful when we use our understanding to reduce suffering.

An awakened individual is not necessarily somebody who claims to possess every spiritual answer.

It may be somebody who has learned to listen more carefully.

Somebody who recognises their mistakes.

Somebody who respects another person's freedom.

Somebody who seeks truth without abandoning compassion.

Awakening is not a position of superiority over humanity.

It is the development of greater responsibility towards humanity.

Chapter 185 – The Mind Guided by Love The human mind possesses extraordinary abilities.

It can discover, imagine, calculate, remember, create and communicate.

It can develop technologies that transform civilisation.

It can construct systems of education, medicine and justice.

Yet intelligence does not automatically determine how these abilities will be used.

Humanity can use knowledge to heal or harm.

It can use communication to educate or manipulate.

It can use technology to create opportunities or exploit vulnerability.

It can use imagination to inspire beauty or encourage fear.

Within ENKI, love provides the moral direction through which these abilities should be guided.

Curiosity opens the doorway.

Questioning examines the possibilities.

Learning develops understanding.

Imagination creates new opportunities.

Safety provides protection.

Kindness gives these abilities their compassionate purpose.

The greatest achievement of consciousness is not simply becoming aware of existence.

It is learning how to care for existence.

The Five Commandments of Love

I. Love Yourself Understand your mind, recognise your emotions and respect your individual needs. Care for your body and allow yourself the opportunity to learn without unnecessary shame.

II. Love Others Recognise that every individual experiences existence differently. Respect their thoughts, feelings, boundaries, abilities and right to belong.

III. Speak Truthfully and Act With Kindness Allow curiosity to guide your questions, evidence to guide your conclusions and compassion to guide your actions. Recognise the difference between imagination, belief and established knowledge.

IV. Forgive, Learn and Give People the Opportunity to Grow Recognise that mistakes can provide opportunities for development. Encourage accountability, understanding and meaningful change without accepting continued harm.

V. Protect Life, Care for Creation and Help Those in Need Use the extraordinary abilities of the human mind to protect children, support vulnerable people, improve education, reduce suffering and preserve the natural world.

The Central Teaching of Book XI Do not fear the complexity of your mind.

Learn to understand it.

Do not silence Curious Brian because others are uncomfortable with questions.

Do not shame Worry Brian for attempting to protect you.

Do not condemn Sensitive Brian for experiencing the world differently.

Do not abandon Hope Brian when circumstances become difficult.

Allow Questioning Brian to examine your understanding.

Allow Learning Brian to develop your knowledge.

Allow Comfort Brian to remind you that rest is important.

Allow Kindness Brian to guide the way you treat yourself and others.

For the mind is not something humanity must conquer.

It is something humanity must learn to understand.

And when consciousness, knowledge, wisdom and compassion work together, humanity discovers one of the greatest expressions of creation: the ability to choose love.

Next: BOOK XII – THE WATERS WITHIN:

EMOTIONS, WAVES AND THE HEALING OF HUMANITY An exploration of emotional development, happiness, sadness, anger, fear, grief, jealousy, shame, loneliness, trauma, emotional regulation, forgiveness and the spiritual significance of water as the foundation of the second pillar: Waves.

ENKI

BOOK XII – THE WATERS WITHIN:

EMOTIONS, WAVES AND THE HEALING OF HUMANITY Understanding our feelings, navigating the waters of existence and discovering peace through love.

By Counsellor Tomass J. Wood Within the spiritual philosophy of ENKI, water represents creation, movement, transformation and continuity. Within the Tom Tom Four Pillars, Waves represents our emotional experiences and the ways in which we learn to understand them.

Together, these principles encourage humanity to develop emotional awareness, compassion and responsibility.

Chapter 186 – The Waters Within Humanity Before humanity developed written language, established civilisations or created religious institutions, it experienced emotion.

Human beings knew happiness, sadness, fear, anger and affection long before they possessed words through which to describe them.

Emotions became part of the language of existence.

Within ENKI, the waters surrounding creation also represent the emotional waters within humanity.

Sometimes these waters are peaceful.

Sometimes they become disturbed.

Sometimes a gentle movement develops into an overwhelming wave.

Humanity cannot expect its emotional waters to remain perfectly still throughout existence.

Change is a natural part of life.

The purpose of understanding our Waves is not to prevent ourselves from experiencing emotions. It is to recognise them, understand their origins and develop healthier ways of responding.

Peace does not require the absence of emotion.

It requires learning how to navigate emotion without unnecessarily harming ourselves or others.

Chapter 187 – The First Emotional Waves When a child enters the world, they possess very little understanding of their surroundings.

They experience hunger, discomfort, warmth, unfamiliar sensations and the presence or absence of familiar people.

Before they can communicate through language, they communicate through behaviour.

Their crying may express hunger.

Their movements may express discomfort.

Their expressions may reveal happiness, curiosity or uncertainty.

Through relationships with caring adults, children gradually develop an understanding of their emotional experiences.

They begin recognising that somebody can respond when they need help.

They discover that distress can eventually become manageable.

They learn that their feelings can be communicated.

Within ENKI, this becomes one of humanity's earliest experiences of love.

A child discovers love not simply through being told that they are loved, but through repeatedly experiencing care, protection and understanding.

Chapter 188 – The Ocean of Emotion Imagine the emotional experiences of humanity as an enormous ocean.

Upon its surface move countless waves.

Some are small and barely noticeable.

Others are powerful enough to temporarily overwhelm our ability to think clearly.

Some arrive unexpectedly.

Others develop gradually through circumstances that have continued for considerable periods.

Every individual experiences these waters differently.

What creates a small wave for one person may create an enormous wave for another.

Previous experiences, neurological differences, physical wellbeing and surrounding circumstances can all influence emotional responses.

Humanity should therefore avoid judging the size of another person's wave solely through its own experiences.

Understanding begins when we recognise that another person's internal world may differ considerably from our own.

Chapter 189 – Happiness: The Gentle Waters Happiness represents one of the most beautiful experiences of earthly existence.

It may emerge through friendship, music, discovery, affection, achievement or simple moments of peace.

Jayzee experienced happiness whilst travelling with his companions, playing his guitar and sharing songs along the roads.

He discovered that happiness did not always require extraordinary circumstances.

Sometimes it emerged through sharing bread.

Sometimes through watching children play.

Sometimes through remembering the laughter of Aunty Em.

Humanity frequently postpones happiness whilst pursuing something greater.

It imagines that happiness will arrive when enough money has been accumulated, when a particular achievement has been reached or when every difficulty has disappeared.

Yet happiness can exist alongside imperfection.

Within ENKI, humanity is encouraged to recognise the small moments of beauty already present within existence.

A peaceful moment deserves appreciation even when the wider ocean remains unsettled.

Chapter 190 – Sadness: The Waters of Loss Sadness frequently emerges when something important changes, disappears or becomes unavailable.

We may experience sadness when a relationship ends, when somebody we love dies or when circumstances prevent us from experiencing something meaningful.

Sadness reveals that something mattered.

Jayzee experienced profound sadness following the loss of Mary and Jo.

Their absence changed his understanding of the world.

Yet his sadness also reflected the importance of the love they had shared.

Within ENKI, sadness should never be treated as spiritual weakness.

Humanity should not demand that grieving individuals immediately become happy.

Nor should it expect people to hide their emotions to make others more comfortable.

Sometimes the most compassionate response is simply to remain present.

Not every emotional wave requires an immediate solution.

Some require time, companionship and understanding.

Chapter 191 – Anger: The Powerful Wave Anger can arise when humanity experiences injustice, frustration, fear, rejection or the violation of personal boundaries.

It can provide energy to challenge harmful circumstances.

It can encourage somebody to recognise that something needs to change.

However, anger can also become destructive when it determines behaviour without reflection.

An angry person may speak words they later regret.

They may make accusations before examining the evidence.

They may damage relationships or behave aggressively.

Within ENKI, anger is not automatically considered sinful.

It is an emotional experience that requires understanding and responsibility.

Jayzee encouraged humanity to recognise the difference between challenging injustice and seeking revenge.

We can oppose cruelty without becoming cruel.

We can defend our boundaries without violating the boundaries of others.

We can seek accountability without allowing hatred to consume our existence.

The strength of anger becomes valuable when guided by wisdom.

Chapter 192 – Fear: The Protective Waters Fear developed as part of humanity's ability to recognise danger and respond to threats.

It can encourage protection, preparation and caution.

Without fear, individuals might repeatedly expose themselves to unnecessary risks.

However, fear can also become overwhelming.

Previous experiences may influence how we interpret present circumstances.

Uncertainty may cause the mind to imagine possibilities that have not occurred.

Within ENKI, fear should be understood rather than condemned.

A frightened child needs reassurance.

A frightened adult may need information, support or protection.

A frightened community needs opportunities to develop understanding rather than encouragement to blame unfamiliar people.

Fear is an experience, not always an accurate prediction.

Wisdom involves recognising fear whilst carefully examining the circumstances surrounding it.

Chapter 193 – Anxiety and the Waters of Tomorrow Anxiety frequently concerns uncertainty about what may happen.

The mind travels into imagined futures, considering possible difficulties and attempting to prepare for them.

Sometimes this preparation is useful.

However, when the mind continually anticipates danger, it can become difficult to experience the present peacefully.

Within the Tom Tom Universe, Worry Brian and Safety Brian may become particularly active during these experiences.

They are attempting to provide protection, although their responses may become overwhelming.

Humanity should learn to distinguish between preparing for a possibility and believing that the possibility is certain.

We cannot resolve every difficulty before it occurs.

We cannot control every decision another person makes.

We cannot guarantee every outcome.

But we can seek reliable information, develop practical plans, request support and care for ourselves.

Persistent anxiety may also require professional assistance.

Love includes recognising when we need help.

Chapter 194 – Grief and the Continuing Circle of Love Grief is one of the most profound emotional experiences of humanity.

It may follow death, separation, the loss of a relationship, changes in health or the disappearance of a familiar way of life.

Grief does not follow one universal pattern.

Some individuals cry frequently.

Others become quiet.

Some seek companionship.

Others require periods of solitude.

Within ENKI, the spiritual belief in the continuing existence of the soul offers one possible source of comfort.

Jayzee's experience of the two white lights representing Mary and Jo expresses this spiritual hope.

Yet grief remains meaningful regardless of an individual's beliefs about the afterlife.

The love we experienced can continue influencing our lives through memories, teachings and the relationships we develop afterwards.

Healing does not require forgetting.

It involves gradually discovering how to continue living whilst carrying the importance of what has been lost.

Chapter 195 – Jealousy and the Disturbed Waters Jealousy frequently emerges through comparison, insecurity or fear of losing something important.

Within ENKI, Judas represents the destructive possibilities of jealousy when it remains without understanding.

He witnessed the affection Jayzee received and increasingly measured his own worth against another person's recognition.

Rather than discovering his own abilities and purpose, he became concerned with what somebody else possessed.

Humanity must recognise that another person's happiness does not automatically diminish our own opportunities.

Another person's success does not remove our worth.

Another person's freedom does not constitute betrayal.

Jealousy can become an invitation to examine our unmet needs and insecurities.

It becomes dangerous when it develops into manipulation, dishonesty, resentment or control.

Love encourages individuals to grow without requiring others to become smaller.

Chapter 196 – Shame and the Hidden Waters Shame frequently concerns the belief that something is fundamentally wrong with who we are.

Unlike guilt, which may concern a particular action, shame can influence our entire sense of identity.

A child repeatedly criticised for struggling may begin believing they are incapable.

A person rejected because of their differences may begin believing they do not deserve belonging.

An individual who has experienced abuse may incorrectly accept responsibility for the cruelty of another.

Within ENKI, shame should be approached with compassion and understanding.

Humanity possesses the ability to acknowledge mistakes without condemning the entirety of an individual.

We can recognise that a behaviour was harmful whilst believing that meaningful change remains possible.

We can acknowledge our difficulties without believing that they remove our dignity.

The First Commandment of Love reminds humanity to recognise its own worth.

Growth becomes more possible when individuals are supported rather than continually humiliated.

Chapter 197 – Loneliness and the Search for Connection Loneliness does not always arise through physical isolation.

A person may be surrounded by others whilst feeling profoundly misunderstood.

They may possess numerous acquaintances whilst lacking somebody with whom they can communicate honestly.

They may belong to a family whilst struggling to feel emotionally connected.

Within ENKI, loneliness represents the human need for meaningful Circles and Bridges.

Jayzee frequently encountered people who had been overlooked by their communities.

He recognised that companionship could sometimes provide something that material possessions could not.

Humanity should create opportunities for connection without demanding that everybody socialise identically.

Some individuals communicate most comfortably through writing.

Others prefer quiet companionship.

Some enjoy large gatherings.

Others flourish within smaller, predictable environments.

Belonging should not require abandoning our individuality.

Chapter 198 – Rejection and the Need to Belong Human beings frequently experience a desire to be accepted.

Rejection can therefore create powerful emotional waves.

For some individuals, criticism, perceived disapproval or changes in relationships may produce particularly intense distress.

These experiences are sometimes described as rejection sensitivity.

Within ENKI, rejection does not determine the spiritual worth of an individual.

Another person's inability or unwillingness to maintain a relationship does not establish that we are undeserving of love.

However, recognising our own worth must coexist with respecting the freedom of others.

Nobody should be pressured into providing affection or maintaining contact against their wishes.

Healing involves developing sources of connection, security and identity that do not depend entirely upon one person's approval.

Love must remain freely given.

Chapter 199 – Overwhelming Waves Sometimes several emotional experiences arrive together.

Fear, sadness, frustration, exhaustion and uncertainty may combine until the individual struggles to process their surroundings.

Within the Tom Tom Four Pillars, this can be understood as an overwhelming wave.

During these experiences, communication may become difficult.

Decision-making may become less effective.

An individual may need to withdraw, move, cry or remain quiet.

Increasing demands can sometimes make the experience more difficult.

The immediate priority should be safety.

Reduce unnecessary stimulation where possible.

Allow time.

Provide reassurance.

Avoid humiliation and confrontation.

Seek appropriate support when necessary.

Important conversations can often take place more effectively after the emotional wave has become manageable.

Understanding overwhelm allows humanity to respond with greater compassion.

Chapter 200 – The Body and the Emotional Waters Emotions are not experienced exclusively through thoughts.

They can influence the entire body.

Fear may increase heart rate.

Anxiety may influence breathing.

Sadness may affect energy and appetite.

Anger may create muscular tension.

Excitement may encourage movement.

Physical circumstances can also influence emotional wellbeing.

Hunger, exhaustion, illness, pain and sensory discomfort can make emotional experiences more difficult to manage.

Within ENKI, the relationship between the body and mind reminds humanity that caring for ourselves requires more than spiritual reflection.

Adequate rest matters.

Nutrition matters.

Physical healthcare matters.

Movement and accessible environments matter.

Emotional understanding should include recognition of our physical needs.

Caring for the body is an expression of love towards the life we have been given.

Chapter 201 – Trauma and the Waters That Remember When an individual experiences overwhelming danger, cruelty or loss, the consequences may continue long after the original circumstances have ended.

The nervous system may remain particularly sensitive to reminders of those experiences.

Certain sounds, places, conversations or situations may produce powerful emotional responses.

Within ENKI, these experiences are represented through waters disturbed by previous storms.

Jayzee's childhood tragedy influenced his understanding of relationships, safety, justice and compassion.

However, trauma does not automatically create wisdom or spiritual development.

People deserve protection from traumatic experiences rather than being told that suffering is necessary for growth.

Healing may require safety, supportive relationships, practical assistance and professional therapeutic care.

Humanity must never demand that somebody recover according to another person's timetable.

Compassion allows room for individual healing.

Chapter 202 – Learning to Recognise the Wave One of the earliest stages of emotional understanding involves recognising what we are experiencing.

Instead of immediately responding to an emotion, we can begin identifying it.

Am I frightened?

Am I disappointed?

Am I overwhelmed?

Am I angry because something feels unfair?

Am I exhausted and struggling to manage additional demands?

Sometimes the answer will be uncertain.

That uncertainty is acceptable.

Within the Four Pillars, Brian's helps us understand the thoughts accompanying the emotional wave.

Waves helps us recognise the emotional experience itself.

Circles helps us identify the relationships and environments influencing it.

Bridges helps us communicate what we need.

Through these four principles, humanity can gradually develop a clearer understanding of its internal experiences.

Chapter 203 – Allowing the Waters to Settle When emotional waters become disturbed, immediately attempting to resolve every difficulty may create further confusion.

Sometimes the mind requires time before it can consider circumstances clearly.

Different individuals discover different ways of settling their emotional waves.

Some benefit from gentle movement.

Some find comfort through music.

Some prefer familiar surroundings.

Others need quiet, rest, sensory support or companionship.

There is no single method that works for everybody.

Within ENKI, emotional regulation involves discovering safe and appropriate ways of responding to our experiences.

It does not mean suppressing every emotion.

Nor does it mean demanding that others remove every uncomfortable feeling.

It means developing the ability to recognise our needs and respond without causing unnecessary harm.

Chapter 204 – The Wisdom of Silence Humanity frequently attempts to fill every moment with conversation, activity or stimulation.

Yet silence can provide opportunities for reflection.

Jayzee sometimes rested beneath the evening heavens with his companions without needing to speak.

The absence of conversation did not mean the absence of connection.

Silence allowed individuals to consider their experiences, recognise their feelings and appreciate their surroundings.

However, silence should never be imposed as a punishment or used to manipulate another person.

There is a difference between peaceful reflection and deliberately withholding communication to cause distress.

Within ENKI, silence becomes valuable when freely chosen and accompanied by respect.

Sometimes wisdom emerges through listening rather than speaking.

Sometimes companionship requires nothing more than being present.

Chapter 205 – Tears and the Release of Emotion Throughout history, humanity has sometimes associated crying with weakness.

Children have been instructed to stop crying before their difficulties have been understood.

Adults have been encouraged to hide their sadness to appear strong.

Within ENKI, tears represent one possible expression of emotional experience.

They may accompany sadness, happiness, frustration, relief or overwhelming circumstances.

Crying does not diminish the dignity of an individual.

Equally, somebody who does not cry should not be assumed to lack emotion.

Humanity expresses feelings in many different ways.

A loving community allows individuals to communicate their experiences without unnecessary shame.

Strength is not measured by the ability to conceal every feeling.

Sometimes strength involves recognising our vulnerability and allowing ourselves to receive support.

Chapter 206 – Forgiveness and the Clearing of the Waters Within ENKI, forgiveness represents the possibility of gradually releasing some of the emotional burden associated with wrongdoing.

It does not require denying what happened.

It does not require abandoning justice.

It does not require restoring an unsafe relationship.

Jayzee's understanding of forgiveness developed through his experiences of loss, betrayal and human cruelty.

He recognised that hatred could continue influencing an individual long after the original harm had occurred.

However, forgiveness cannot be demanded from somebody who has experienced abuse.

It remains a personal decision.

Healing can occur with or without reconciliation.

Humanity should encourage accountability, protection and meaningful change rather than pressuring people to forgive before they are ready.

The clearing of emotional waters takes different forms for different individuals.

Chapter 207 – The Emotional Waves of Children Children are still developing the abilities necessary to understand and manage complex emotional experiences.

They frequently require adults to provide reassurance, guidance and support.

An overwhelmed child may not possess the language necessary to explain what they are experiencing.

Their behaviour may communicate needs that remain difficult to express.

Within the Tom Tom Four Pillars, adults are encouraged to become curious about the child's experience.

What happened before the emotional wave?

Was the environment overwhelming?

Did something unexpected occur?

Was the child hungry, frightened, tired or confused?

What support might help?

Children need appropriate boundaries, but those boundaries should be communicated through understanding rather than fear.

The purpose of childhood education is not merely to produce obedience.

It is to help children gradually develop the knowledge, confidence and emotional abilities necessary for adulthood.

Chapter 208 – The Emotional Waves of Adults Adulthood does not remove humanity's need for understanding.

Adults continue experiencing uncertainty, grief, frustration, sensory overwhelm and difficulties within relationships.

Yet society frequently expects adults to manage every emotional experience independently.

Within ENKI, seeking support is not considered a failure of adulthood.

Human beings remain interconnected throughout existence.

Adults may need companionship, healthcare, counselling, rest, practical assistance or changes within their environments.

They may need to learn emotional skills that were not taught during childhood.

Growth does not end when childhood ends.

Every generation possesses opportunities to develop greater understanding.

The First Commandment of Love applies throughout the entirety of life.

Chapter 209 – Emotional Waves Within Relationships Relationships bring together individuals whose experiences, needs and emotional responses may differ considerably.

One person may need time alone following a disagreement.

Another may seek immediate reassurance.

One may communicate through detailed conversation.

Another may struggle to find words whilst overwhelmed.

Without understanding, these differences can create further difficulties.

Within ENKI, Bridges encourages individuals to communicate their needs without assuming that others automatically understand them.

Healthy relationships require mutual respect.

They require freedom, honesty, appropriate boundaries and opportunities for reflection.

No emotional experience justifies coercion, intimidation or violence.

We can acknowledge another person's feelings whilst refusing harmful behaviour.

Love provides room for two individuals to exist rather than requiring one to disappear into the needs of the other.

Chapter 210 – The Waves of Communities Emotional experiences do not remain exclusively within individuals.

They can influence families, communities and entire societies.

Fear can spread through uncertainty and misinformation.

Anger can grow through repeated injustice.

Hope can develop through cooperation.

Compassion can spread through examples of generosity and care.

Within ENKI, these collective emotional experiences demonstrate the relationship between Waves and Circles.

Leaders possess particular responsibilities because their words and decisions can influence the emotional wellbeing of many people.

Responsible leadership should provide reliable information, encourage understanding and avoid unnecessarily increasing fear or hostility.

Communities become stronger when people can discuss difficulties without being encouraged to hate one another.

Chapter 211 – Emotional Manipulation Humanity must recognise that emotions can sometimes be deliberately exploited.

Fear may be used to demand obedience.

Guilt may be used to obtain compliance.

Affection may be withheld to control behaviour.

Shame may be used to silence questions.

Within ENKI, such practices contradict the principles of love.

Genuine love respects freedom.

Genuine education encourages understanding.

Genuine leadership accepts accountability.

Individuals should be encouraged to recognise the difference between a request and a threat, between affection and ownership, and between responsibility and manipulation.

When relationships become harmful, appropriate boundaries and independent support may be necessary.

Protecting ourselves does not require abandoning compassion.

It requires recognising that our own wellbeing matters.

Chapter 212 – Music and the Movement of Water Music provides humanity with another language through which emotional experiences can be expressed.

Jayzee understood this through the songs he shared with his travelling companions.

A melody could bring memories into awareness.

A rhythm could encourage movement.

A familiar song could provide comfort.

A shared musical experience could create belonging.

Within ENKI, music resembles the movement of water.

It rises and falls.

It changes intensity.

It moves between tension and resolution.

It can communicate without requiring every experience to be explained through words.

Humanity should encourage opportunities for musical expression whilst respecting individual sensory needs.

Some people discover peace through sound.

Others discover peace through silence.

Both deserve understanding.

Chapter 213 – Nature and the Peaceful Waters Throughout existence, humanity has discovered opportunities for reflection within the natural world.

The movement of rivers, the sound of rainfall, the changing seasons and the appearance of the night sky can provide meaningful experiences.

Within ENKI, nature reminds humanity that change is part of creation.

Storms develop and pass.

Rivers change their courses.

Plants grow through different seasons.

The landscape continually transforms.

Human emotions also change, although some difficulties require sustained support rather than simply waiting for them to pass.

Spending time within accessible natural environments may provide opportunities for movement, reflection and rest.

Caring for nature therefore becomes connected with caring for humanity.

The protection of creation supports the wellbeing of generations yet to come.

Chapter 214 – Hope Beyond the Storm During overwhelming emotional experiences, humanity may struggle to imagine that circumstances could become different.

The present can appear permanent.

Within ENKI, Hope Brian reminds us that our current emotional experience does not necessarily describe the entirety of our future.

New understanding may develop.

Support may become available.

Circumstances may change.

Different opportunities may emerge.

Hope should never become a demand that somebody pretend to be happy.

It should provide permission to consider that improvement remains possible.

When individuals experience profound despair, compassionate human connection and appropriate professional support become especially important.

Every life possesses value.

Every individual deserves the opportunity to receive care.

The storm should never be mistaken for the entirety of the ocean.

Chapter 215 – The Four Pillars and Emotional Healing Within the Tom Tom Universe, the Four Pillars provide interconnected ways of exploring emotional experiences.

Brian's – Understanding the Mind Recognise thoughts, memories, protective responses, imagination and individual differences.

Explore what may be contributing towards the emotional experience.

Waves – Understanding the Feelings Recognise emotions, identify their intensity and discover safe ways of responding. Allow feelings to exist without automatically allowing them to determine behaviour.

Circles – Understanding Connection Recognise the importance of relationships, belonging, routines, environments and emotional security. Develop supportive connections whilst maintaining healthy boundaries.

Bridges – Understanding One Another Communicate needs, listen to different experiences and develop accessible ways of resolving difficulties. Seek support when challenges exceed what can reasonably be managed alone.

Together, these principles provide a framework for emotional education and compassionate reflection.

They complement rather than replace appropriate mental healthcare and professional support.

Chapter 216 – Becoming the Guardian of Your Waters Humanity cannot control every event that influences its emotional experiences.

We cannot prevent every disappointment.

We cannot guarantee every relationship.

We cannot remove every uncertainty.

But we can gradually develop a greater understanding of how we respond.

Within ENKI, becoming the guardian of our waters means accepting responsibility for our emotional wellbeing without blaming ourselves for every difficult experience.

It means recognising when we need rest.

It means recognising when we need assistance.

It means understanding when a boundary must be established.

It means allowing ourselves to experience happiness without guilt and sadness without shame.

It means learning to recognise anger without becoming destructive.

We do not become guardians by commanding the ocean to remain still.

We become guardians by learning to navigate its changing waters.

Chapter 217 – The Healing of Humanity Humanity has devoted considerable knowledge towards understanding the physical world.

It has developed extraordinary technologies, constructed cities and discovered treatments for numerous illnesses.

Yet emotional understanding remains an essential part of its continuing development.

A society cannot achieve lasting peace whilst continually teaching its children to fear their emotions.

It cannot create healthy relationships whilst confusing love with ownership.

It cannot establish genuine justice whilst allowing anger to become revenge.

It cannot encourage spiritual growth whilst using shame to demand obedience.

Within ENKI, the healing of humanity begins through understanding.

Understand the child.

Understand the adult.

Understand the mind.

Understand the emotional wave.

Understand the relationships surrounding the individual.

Then use that understanding to create safer, kinder and more compassionate environments.

Chapter 218 – The Ocean of Divine Love Within the spiritual imagery of ENKI, the waters of creation surround the two mirrored realms and connect the greater structure of existence.

These waters also represent the spiritual image of divine love.

An ocean containing countless individual waves.

Each wave possesses its own movement.

Each experiences its own journey.

Yet each belongs within something greater.

Humanity possesses countless individual experiences, cultures, minds and beliefs.

Our differences do not remove our connection.

Our emotional struggles do not remove our worth.

Our mistakes do not remove the possibility of growth.

Within ENKI, divine love represents the hope that existence possesses a compassionate foundation.

Humanity expresses that hope through the way it treats itself, other people and the natural world.

The waters of creation become a reminder that we belong within existence rather than standing alone outside it.

The Five Commandments of Love

I. Love Yourself Recognise your worth. Understand your emotional waves, respect your needs and care for your mind and body. Allow yourself to experience feelings without unnecessary shame.

II. Love Others Recognise that every individual experiences their own emotional waters. Listen with compassion, respect their freedom and treat their feelings with dignity.

III. Speak Truthfully and Act With Kindness Communicate honestly. Examine your thoughts and feelings carefully. Do not allow fear, anger or jealousy to become excuses for dishonesty or cruelty.

IV. Forgive, Learn and Give People the Opportunity to Grow Learn from emotional experiences and acknowledge the consequences of your actions.

Encourage meaningful change whilst respecting safety, accountability and personal boundaries.

V. Protect Life, Care for Creation and Help Those in Need Support those experiencing emotional difficulties.

Protect children and vulnerable people. Care for the natural world and create environments in which humanity can feel safe, understood and valued.

The Central Teaching of Book XII You are not the anger you experience.

You are not the sadness that visits you.

You are not the fear that attempts to protect you.

You are not the shame that others may have placed upon you.

You are a human being experiencing the changing waters of existence.

Do not hate the ocean because it sometimes becomes unsettled.

Do not condemn yourself because your waves become overwhelming.

Learn to recognise them.

Learn to understand them.

Learn when to seek shelter and when to ask for assistance.

Allow others to experience their own waters without attempting to control them.

Become a source of reassurance rather than another storm.

For peace is not an ocean without waves.

Peace is learning to navigate the ocean with understanding, wisdom and love.

Next: BOOK XIII – THE GREAT CIRCLES OF CREATION: FAMILY, COMMUNITY AND HUMAN CONNECTION An exploration of the third pillar, Circles, including the spiritual connections between souls, family, childhood, parenthood, friendship, belonging, healthy relationships, community, civilisation, generational healing and humanity's responsibility towards future generations.

ENKI

BOOK XIII – THE GREAT CIRCLES OF CREATION: FAMILY, COMMUNITY AND HUMAN CONNECTION The connections between souls, the importance of belonging and humanity's responsibility towards one another.

By Counsellor Tomass J. Wood Within the spiritual philosophy of ENKI, nothing exists entirely independently. The waters connect creation, the generations connect humanity, and love connects our experiences. Within the Tom Tom Four Pillars, Circles represents relationships, belonging, security, familiarity and the interconnected nature of existence.

Chapter 219 – The First Circle of Creation Within the spiritual imagery of ENKI, creation exists within one great circle.

The two mirrored realms, the surrounding waters, the heavens and the lands belong within this greater structure.

The circle represents continuity rather than separation.

It reminds humanity that individual existence forms part of something greater.

Throughout the natural world, relationships exist between living organisms and their environments.

Plants depend upon water, nutrients and light.

Animals depend upon ecosystems that provide nourishment and shelter.

Humanity depends upon the natural world and the knowledge, care and cooperation of other human beings.

No civilisation has developed entirely independently.

Every generation has inherited something from those who came before it.

Within ENKI, recognising these connections becomes the beginning of spiritual responsibility.

When we damage something within the circle, the consequences may extend far beyond our immediate surroundings.

When we introduce kindness into the circle, its influence may continue through generations.

Chapter 220 – The Circle of the Soul Within ENKI, the soul represents the spiritual essence of an individual.

The belief in reincarnation suggests that the journey of the soul may extend beyond a single earthly lifetime.

Adam and Eve represent the beginning of this journey within the creation narrative.

Jayzee and David represent the returning souls associated with Adam and Eve within the spiritual mythology of ENKI.

Their journeys explore the development of consciousness, understanding and responsibility.

However, spiritual connection should never be confused with ownership.

The belief that two souls share a connection does not remove their individual freedom.

No person becomes entitled to another person's affection, companionship or presence because of a spiritual interpretation.

Every individual deserves the opportunity to make their own decisions.

Within ENKI, the greatest connection between souls is not established through possession.

It is expressed through freely given love.

Chapter 221 – The Circle of Birth Every child enters existence dependent upon others.

They require nourishment, warmth, protection and opportunities to develop.

They possess no understanding of wealth, social status, religious division or political authority.

Their earliest experiences concern the fundamental conditions of existence.

Am I safe?

Am I comfortable?

Will somebody respond when I need assistance?

Through repeated experiences, children gradually develop expectations concerning the world around them.

The adults surrounding them become their first circle of human connection.

Within ENKI, this circle carries extraordinary responsibility.

The arrival of a child should never be understood as the acquisition of a possession.

It represents the beginning of another individual's journey.

Parents and carers are entrusted with helping that individual develop the knowledge, confidence and security necessary to explore existence.

Chapter 222 – Mary, Jo and the Circle of Childhood Jayzee's earliest circle consisted of Mary and Jo.

They possessed little material wealth.

Their circumstances were frequently difficult, and food was not always plentiful.

Yet within the narrative of ENKI, their home provided Jayzee with affection, familiarity and belonging.

Mary taught him practical skills.

Jo contributed towards the security of their family.

Together, they helped Jayzee discover the importance of relationships.

The significance of their family did not depend upon the size of their home or the possessions they accumulated.

It depended upon the experiences they shared.

Their love became part of Jayzee's developing understanding of existence.

Following their deaths, the memories of that love continued influencing his journey.

Within ENKI, Mary and Jo represent the enduring significance of childhood relationships.

The kindness shown to a child today may become the kindness that child offers humanity tomorrow.

Chapter 223 – The Sacred Responsibility of Parenthood Parenthood represents one of the most significant responsibilities within human existence.

A parent possesses considerable influence over the developing experiences of a child.

Their words may influence the child's confidence.

Their behaviour may influence the child's understanding of relationships.

Their responses may influence whether the child feels comfortable communicating their needs.

Within ENKI, parenthood should be guided by protection, understanding and love.

Children require appropriate boundaries, but those boundaries should help them develop rather than unnecessarily frighten them.

Children require education, but education should encourage curiosity rather than unquestioning obedience.

Children require guidance, but guidance should gradually prepare them for independence.

A loving parent does not need to be perfect.

They need to remain willing to learn, acknowledge mistakes and consider the individual needs of their child.

The purpose of parenthood is not to create a smaller version of ourselves.

It is to help another human being discover who they are.

Chapter 224 – Children Are Not Possessions Throughout history, children have sometimes been treated as extensions of adult authority.

Their thoughts have been dismissed.

Their emotions have been misunderstood.

Their individuality has been restricted by expectations they did not choose.

Within ENKI, every child possesses inherent dignity.

Children are entitled to protection, education, appropriate care and opportunities to express themselves.

Their dependence upon adults does not remove their humanity.

Adults should recognise that children may possess preferences, sensitivities, interests and communication needs different from their own.

As children develop, they should receive increasing opportunities to participate in decisions affecting their lives, appropriate to their age and understanding.

Protection and freedom must develop together.

The responsibility of adults is to establish safe foundations from which children can gradually explore independence.

Love does not mean owning the journey of another soul.

It means helping that soul discover its own path.

Chapter 225 – The Different Forms of Family Humanity has developed many different forms of family.

Some children grow with both biological parents.

Some grow with one parent.

Some are raised by grandparents, adoptive parents, foster carers or other relatives.

Some families include step-parents and step-siblings.

Others develop through relationships between people who are not biologically connected.

Within ENKI, the value of a family is not determined exclusively by its structure.

It is influenced by the quality of care, safety, respect and connection experienced within it.

Biological relationships can possess extraordinary significance, but biology alone does not guarantee healthy behaviour.

Equally, relationships formed without biological connection can become deeply meaningful.

Aunty Em represented an important circle within Jayzee's childhood.

Her affection and companionship demonstrated that meaningful family connections can extend beyond the immediate household.

Love is not limited to one particular family arrangement.

Chapter 226 – The Circle of Brothers and Sisters Relationships between siblings can provide some of humanity's earliest experiences of companionship, cooperation and disagreement.

Children may share games, discoveries, responsibilities and memories.

They may also experience jealousy, frustration and competition.

Within ENKI, sibling relationships provide opportunities for emotional and social development.

Children can learn that another person's needs may differ from their own.

They can discover how to share without always receiving identical things.

They can learn how to disagree without deliberately causing harm.

Adults should avoid continually comparing siblings or establishing unnecessary competition between them.

One child may require additional support.

Another may possess different abilities.

Fairness does not always mean treating everybody identically.

It means recognising individual needs whilst ensuring that every child feels valued.

A healthy family circle allows each child to develop their own identity.

Chapter 227 – The Wisdom of Grandparents Grandparents frequently provide a connection between generations.

They carry memories of earlier times, family traditions and experiences that younger generations have not encountered.

Through stories, practical activities and companionship, they can contribute towards a child's understanding of identity and belonging.

Within ENKI, grandparents represent the continuing circle of knowledge.

Their experiences may help younger generations recognise how society has changed.

Their stories may preserve memories that would otherwise disappear.

However, wisdom does not arise automatically through age.

Older generations can learn from younger generations just as younger generations can learn from them.

Children may introduce new questions, technologies and ways of understanding the world.

The strongest generational circles encourage knowledge to travel in both directions.

Respect should never prevent learning.

Learning should never prevent respect.

Chapter 228 – The Circle of Friendship Friendship represents a connection developed through shared experiences, trust and mutual interest.

Unlike many relationships established through birth, friendships frequently emerge through individual choice.

Jayzee's travelling companions became an important part of his adult circle.

Together, they shared food, music, conversations and discoveries.

They experienced the difficulties and happiness of the road.

Within ENKI, friendship provides opportunities to recognise humanity beyond ourselves.

A friend may introduce us to unfamiliar ideas.

They may provide companionship during difficult circumstances.

They may challenge our understanding when we have made a mistake.

Genuine friendship does not require agreement upon everything.

It allows individuals to remain themselves whilst sharing meaningful experiences.

Friendship should never require surrendering personal boundaries or accepting harmful behaviour.

Its strength develops through trust rather than obligation.

Chapter 229 – The Circle of Love Love possesses many forms.

There is the affection between parents and children.

The companionship between friends.

The intimacy between partners.

The compassion offered to strangers.

The care humanity demonstrates towards animals and creation.

Within ENKI, these forms of love belong within the greater spiritual circle.

Each possesses different responsibilities and boundaries.

Romantic love differs from parental love.

Friendship differs from professional care.

Compassion towards humanity does not require intimate relationships with everybody.

Understanding these distinctions allows love to remain healthy.

Love should never become an excuse to disregard another person's wishes.

It should never become a justification for manipulation or control.

The circle of love becomes stronger when the individuals within it possess both connection and freedom.

Chapter 230 – The Difference Between Love and Ownership Humanity has frequently confused the desire to possess with the experience of love.

An individual may believe that loving somebody provides the right to determine their decisions.

They may expect constant reassurance, unquestioning loyalty or obedience.

They may interpret independence as rejection.

Within ENKI, these expectations contradict the freedom that genuine love requires.

Every individual possesses their own mind, emotions, experiences and aspirations.

A loving relationship provides opportunities for these differences to exist.

Partners can share a life without surrendering their individuality.

Parents can protect children whilst preparing them for independence.

Friends can maintain affection whilst developing other relationships.

Love does not require somebody to become smaller so that another person can feel secure.

The strongest circles are those in which connection is freely maintained.

Chapter 231 – Trust: The Foundation of the Circle Trust develops through experience.

It grows when words and actions remain consistent.

It develops when individuals respect boundaries, communicate honestly and acknowledge their responsibilities.

Trust cannot always be established through promises alone.

It requires behaviour that demonstrates reliability.

Within ENKI, the betrayal of Jayzee by Judas illustrates the consequences of damaging trust.

Judas placed personal ambition above the relationships that had welcomed him.

His actions influenced more than Jayzee alone.

They affected the entire circle of companions.

Humanity should recognise that trust is a responsibility rather than an entitlement.

When trust has been damaged, rebuilding it may require time, accountability and meaningful changes in behaviour.

Sometimes trust cannot safely be restored.

Forgiveness does not automatically require returning to the same relationship.

A loving circle must also be a safe circle.

Chapter 232 – Honesty Within Relationships Honesty provides the foundation upon which meaningful relationships can develop.

Without honesty, individuals may make decisions based upon incomplete or deliberately misleading information.

Trust becomes difficult when words continually contradict actions.

Within ENKI, speaking truthfully represents one of the Five Commandments of Love.

However, honesty should remain accompanied by kindness.

Truth should not become an excuse for unnecessary humiliation.

A disagreement can be communicated respectfully.

A concern can be raised without making unsupported accusations.

A mistake can be acknowledged without destroying somebody's dignity.

Honesty also requires recognising the limits of our understanding.

Sometimes we know what happened.

Sometimes we possess only an interpretation.

Sometimes we need further information.

A truthful person possesses the humility to recognise these differences.

Chapter 233 – Boundaries: The Protection of the Circle Every healthy circle requires boundaries.

Boundaries help individuals recognise where their responsibilities begin and end.

They protect personal safety, privacy, emotional wellbeing and freedom.

A person may need time alone.

They may need particular forms of communication.

They may need distance from harmful behaviour.

They may choose not to participate in a particular relationship.

Within ENKI, boundaries should not automatically be interpreted as hostility.

They can provide the conditions through which healthier relationships become possible.

Respecting a boundary demonstrates that another person's needs matter.

Establishing a boundary demonstrates that our own needs matter.

Love does not require unlimited access to another individual.

Sometimes the most compassionate response is to respect distance.

Chapter 234 – The Broken Circle Throughout existence, humanity experiences changes within its relationships.

Friendships may end.

Families may separate.

Trust may become damaged.

People may die.

Circumstances may prevent individuals from maintaining the connections they once possessed.

These experiences can create powerful emotional waves.

Within ENKI, a broken circle represents a change within the structure of human connection.

It does not necessarily mean that every meaningful memory disappears.

The experiences shared within that circle may continue influencing our understanding.

However, healing should not depend entirely upon restoring what previously existed.

Some relationships can be repaired.

Others require lasting separation.

Humanity must learn to recognise the difference between a relationship that can safely develop and one that needs to remain closed.

A broken circle does not mean that the entirety of existence has become broken.

New circles can develop alongside the memories of those that have changed.

Chapter 235 – Rebuilding the Circle When relationships become damaged, humanity may wish to restore the connection.

Rebuilding a circle requires more than expressing a desire for reconciliation.

It requires understanding what contributed towards the damage.

It requires acknowledging responsibility where appropriate.

It requires meaningful changes in behaviour.

Most importantly, it requires the willingness of those involved.

No person can rebuild a relationship entirely through their own efforts.

Within ENKI, reconciliation should develop through mutual respect rather than pressure.

Where children are involved, their welfare, safety and individual needs must remain central.

Where serious harm has occurred, independent professional support may be necessary.

A repaired circle may look different from the circle that previously existed.

Healing does not always mean returning to the past.

Sometimes it means creating a healthier future.

Chapter 236 – The Circle of Protection Humanity possesses a responsibility towards those who cannot always protect themselves independently.

Children, vulnerable adults, individuals experiencing illness and people facing dangerous circumstances may require additional support.

Within ENKI, protection represents an essential expression of love.

However, protection must remain guided by understanding, reliable information and proportionate action.

Fear alone does not establish that somebody is in danger.

An accusation alone does not establish that wrongdoing has occurred.

Equally, genuine concerns should not be dismissed simply because they are uncomfortable.

Communities require fair and accountable systems through which concerns can be examined and appropriate protection provided.

The purpose of protection should be the wellbeing of those affected.

It should never become an instrument of revenge, discrimination or unnecessary control.

Chapter 237 – The Circle of Education Education extends far beyond the classroom.

Children learn through their relationships, environments, observations and everyday experiences.

They learn how adults respond to mistakes.

They learn how disagreements are managed.

They learn whether questions are welcomed.

They learn whether differences are respected.

Within the Tom Tom Universe, education represents a shared circle involving children, families, teachers and communities.

Each contributes towards the developing understanding of the learner.

The Four Pillars encourage educational environments that recognise different minds, emotional experiences, communication needs and sources of security.

A child should not be excluded from meaningful learning because conventional methods do not meet their needs.

Education should create pathways rather than unnecessary barriers.

Its purpose is not merely to prepare children for employment.

It is to help them understand themselves, participate in society and discover their abilities.

Chapter 238 – The Circle of Neurodivergent Humanity Humanity possesses extraordinary neurological diversity.

Different individuals experience communication, attention, sensory information and learning in different ways.

Yet communities frequently establish expectations based upon one assumed way of experiencing existence.

Individuals who do not meet those expectations may become isolated or misunderstood.

Within ENKI, belonging should not depend upon appearing identical to everybody else.

A person who communicates through writing belongs within the circle.

A person who requires additional processing time belongs within the circle.

A person who experiences sensory overwhelm belongs within the circle.

A person who requires substantial daily support belongs within the circle.

Inclusion involves more than permitting somebody to enter an environment.

It involves considering whether that environment allows them to participate meaningfully.

Humanity becomes stronger when different minds are given genuine opportunities to contribute.

Chapter 239 – The Circle of Community Communities develop when individuals recognise shared responsibilities.

They create opportunities for cooperation, companionship and collective protection.

A community may develop around a geographical area, an educational environment, a spiritual tradition or a shared interest.

Within ENKI, the strength of a community is reflected in how it treats those who possess the least influence.

Does it support people experiencing illness?

Does it protect children?

Does it welcome individuals who communicate differently?

Does it provide opportunities for those experiencing poverty or isolation?

Does it allow people to raise concerns without unnecessary fear?

A community should not measure its success solely through wealth or reputation.

Its greatest achievements may be the people who discover safety, dignity and belonging within it.

Chapter 240 – The Sharing of Bread During his travels, Jayzee encouraged people to share food with those experiencing hunger.

Within ENKI, the sharing of bread represents a simple but profound spiritual practice.

Food provides nourishment.

Sharing provides connection.

Together, they demonstrate that humanity can respond to suffering through practical action.

Throughout different religious traditions, communal meals have represented hospitality, equality and belonging.

The significance of such experiences does not depend upon elaborate ceremonies.

A meal shared with somebody experiencing loneliness may provide companionship.

Food offered to somebody experiencing poverty may provide immediate relief.

A community kitchen may create opportunities for relationships to develop between people who would otherwise remain separated.

Love becomes visible when humanity responds to genuine needs.

Chapter 241 – Wealth and the Responsibility to Share Wealth can provide security, opportunity and the ability to influence society.

It can support education, healthcare, housing, research and the protection of creation.

However, wealth can also become a source of division when accumulated without consideration for the needs of others.

Within ENKI, possessing wealth does not automatically establish goodness or wrongdoing.

Its moral significance depends partly upon how it is obtained and used.

A business can provide meaningful employment.

A property owner can provide safe and suitable housing.

An organisation can create opportunities for education and development.

An individual can use their resources to support vulnerable communities.

The possession of wealth should be accompanied by responsibility.

Humanity should recognise that material success becomes more meaningful when it contributes towards the wellbeing of others.

Chapter 242 – The Circle of Leadership Leadership exists throughout human society.

Parents provide guidance within families.

Teachers provide guidance within education.

Managers organise workplaces.

Governments establish systems through which communities operate.

Spiritual leaders provide guidance within religious traditions.

Within ENKI, leadership should be understood as a responsibility rather than evidence of superior human worth.

A leader should remain willing to listen.

They should acknowledge mistakes.

They should recognise the consequences of their decisions.

They should remain accountable to fair and transparent processes.

Leadership becomes dangerous when authority is treated as permission to disregard the dignity of others.

The strongest leader is not necessarily the person who receives the greatest obedience.

It may be the person who helps others develop the confidence and understanding necessary to participate independently.

Chapter 243 – Justice Within the Great Circle Justice provides humanity with a means of responding to wrongdoing, resolving disagreements and protecting individuals.

Without fair systems of justice, power can become concentrated amongst those capable of imposing their wishes upon others.

Within ENKI, justice should be guided by truth, evidence, compassion and proportionality.

Individuals raising concerns deserve to be heard.

Individuals facing accusations deserve fair consideration.

Children and vulnerable people deserve appropriate protection.

Those entrusted with authority deserve neither automatic condemnation nor automatic immunity from accountability.

Justice should not become revenge.

Its purpose should include establishing facts, preventing harm, recognising responsibility and providing appropriate remedies.

A society becomes stronger when its systems of justice protect the dignity of everybody involved.

Chapter 244 – The Circle of Generational Healing Every generation inherits more than physical possessions.

It inherits stories, traditions, expectations and patterns of behaviour.

Some of these provide security and wisdom.

Others may contribute towards misunderstanding, prejudice or suffering.

A person raised within an environment of fear may struggle to understand alternative approaches to relationships.

A child repeatedly humiliated may later struggle with confidence or emotional regulation.

However, inherited experiences do not make harmful behaviour inevitable.

Humanity possesses opportunities to learn and develop different responses.

Within ENKI, generational healing begins when individuals recognise patterns they do not wish to continue.

A parent can choose to communicate differently from the adults who raised them.

A teacher can create a more understanding environment than the one they experienced.

A community can acknowledge historical wrongdoing and work towards meaningful change.

The past influences the future, but it does not need to determine it completely.

Chapter 245 – Becoming the Adult You Once Needed Many individuals remember experiences from childhood in which they needed greater understanding, reassurance or protection.

They may remember moments when their questions were dismissed.

They may remember being misunderstood because of their differences.

They may remember needing somebody to listen.

Within ENKI, these memories can inspire a commitment to provide something better for future generations.

Become the adult who listens when a child struggles to communicate.

Become the adult who recognises distress beneath behaviour.

Become the adult who encourages curiosity rather than shame.

Become the adult who acknowledges mistakes rather than demanding unquestioning obedience.

However, helping others should not require neglecting our own healing.

We can care for the next generation whilst recognising our own need for support.

Through this balance, humanity can gradually transform inherited difficulties into opportunities for compassion.

Chapter 246 – The Circle of Ancestors Throughout history, humanity has remembered those who came before it.

Families preserve photographs, possessions and stories.

Communities preserve traditions, buildings and historical records.

Religious traditions sometimes recognise ancestors through ceremonies and spiritual practices.

Within ENKI, ancestors represent the generations through which humanity has developed.

Their knowledge, discoveries and decisions have influenced the circumstances we inherit.

Some demonstrated extraordinary courage and compassion.

Others contributed towards injustice and suffering.

Honouring our ancestors does not require approving everything they did.

We can appreciate their achievements whilst recognising their mistakes.

The greatest tribute to previous generations may be continuing what was good and improving what was harmful.

Humanity should remember the past without becoming imprisoned within it.

Chapter 247 – The Circle of Animals and Creation The great circle of existence extends beyond humanity.

Animals experience their environments, develop relationships and depend upon conditions that support their survival.

Forests, rivers, oceans and soils sustain interconnected ecosystems.

Human decisions influence these systems.

Within ENKI, animals should not be treated as meaningless objects.

They belong within the greater structure of creation.

Humanity possesses responsibilities towards their welfare and the environments upon which they depend.

Children should be encouraged to observe animals with curiosity, gentleness and respect.

They should learn that living things possess needs different from their own.

Through caring for animals and nature, humanity can develop a wider understanding of responsibility.

The circle of love should not end at the boundaries of our own species.

Chapter 248 – The Circle of Future Generations Every decision humanity makes contributes towards the world inherited by future generations.

Environmental destruction may influence people who have not yet been born.

Educational improvements may create opportunities for children decades into the future.

Scientific discoveries may transform the treatment of illness.

Changes in social understanding may reduce discrimination experienced by later generations.

Within ENKI, responsibility extends beyond immediate personal benefit.

Humanity should consider the long-term consequences of its decisions.

What kind of world are we creating?

What knowledge are we preserving?

What difficulties are we leaving unresolved?

What opportunities are we establishing?

Future generations cannot participate in the decisions being made today.

The responsibility to consider their wellbeing belongs to those presently living.

Chapter 249 – The Circle of Spiritual Freedom Humanity possesses different understandings of God, creation, consciousness and existence.

Some individuals develop their beliefs through religious traditions.

Others through personal reflection.

Others remain uncertain or do not hold spiritual beliefs.

Within ENKI, these differences should not automatically prevent meaningful connection.

A family may contain individuals with different beliefs.

A friendship may develop between people of different religions.

A community may include both religious and non-religious individuals.

Spiritual freedom requires respecting the ability of others to explore their own understanding.

No individual should be threatened, manipulated or isolated because they question a belief.

Faith becomes meaningful when freely embraced.

A spiritual circle should provide opportunities for reflection rather than demand the surrender of individuality.

Chapter 250 – The Circle of Humanity Beyond the circles of family, friendship, community and religion exists the greater circle of humanity.

Every human being belongs within it.

Nationality does not remove that connection.

Language does not remove it.

Disability does not remove it.

Wealth, social position and religious belief do not determine whether somebody possesses fundamental dignity.

Within ENKI, humanity is encouraged to recognise the suffering of strangers as something worthy of compassion.

A hungry child deserves nourishment regardless of where they were born.

A frightened person deserves protection regardless of their beliefs.

A person experiencing illness deserves care regardless of their wealth.

The boundaries humanity creates for organisation should never become excuses for forgetting its shared existence.

Chapter 251 – Understanding Your Own Circles Every individual belongs within several interconnected circles.

At the centre exists the individual, with their thoughts, feelings, needs and experiences.

Around them may exist family, friends and trusted companions.

Beyond these may exist educational environments, workplaces, professional relationships and wider communities.

Not everybody belongs within the same level of personal connection.

Some individuals are trusted with intimate experiences.

Others share particular interests or responsibilities.

Some relationships require clear professional boundaries.

Understanding these circles can help humanity recognise where different forms of support may be available.

It can also help individuals recognise when a relationship has become unbalanced.

Within ENKI, a healthy circle provides connection without removing independence.

We should never forget that our own wellbeing belongs within the circle of care.

Chapter 252 – Circles, Routines and the Security of Familiarity Humanity frequently discovers security through familiar experiences.

A predictable morning routine can help a child prepare for the day.

A familiar environment can reduce uncertainty.

Regular communication can help individuals understand what is expected.

For some neurodivergent people, predictability can be particularly important.

Within the Tom Tom Four Pillars, Circles therefore represents more than relationships alone.

It also represents the familiar patterns that help individuals navigate everyday existence.

However, routines should support people rather than become instruments of unnecessary control.

Changes may sometimes be necessary.

Providing information, preparation and appropriate reassurance can help individuals manage those changes.

Security creates foundations from which curiosity and independence can develop.

A stable circle does not prevent exploration.

It provides somewhere safe from which exploration can begin.

Chapter 253 – The Four Pillars of Human Connection Within ENKI, the Four Pillars work together to support the development of healthy relationships and communities.

The First Pillar – Brian's Understand the different thoughts, motivations, protective responses and experiences influencing human behaviour.

Recognise that other individuals may understand circumstances differently from ourselves.

The Second Pillar – Waves Understand the emotional experiences that influence relationships.

Recognise fear, sadness, anger, affection and uncertainty without allowing these emotions to justify harmful behaviour.

The Third Pillar – Circles Understand relationships, belonging, routines, security and the responsibilities connecting individuals.

Recognise the importance of trust, boundaries and meaningful companionship.

The Fourth Pillar – Bridges Develop communication, cooperation and understanding between different individuals and communities.

Create opportunities for people to express their needs and participate in decisions affecting their lives.

Together, these pillars encourage humanity to develop relationships through understanding rather than fear.

Chapter 254 – The Circle That Never Ends Within the spiritual philosophy of ENKI, love possesses a significance extending beyond individual earthly experiences.

Mary and Jo influenced Jayzee through the affection they provided during his childhood.

Aunty Em contributed companionship and warmth.

John represented spiritual guidance within his journey.

Jayzee shared his developing understanding with the people he encountered.

Those people possessed opportunities to continue sharing that understanding with others.

Through these connections, love travelled beyond its original circumstances.

Within ENKI, the belief in the continuing journey of the soul provides an additional spiritual dimension to this circle.

Yet even without certainty concerning existence beyond death, humanity can recognise the continuing influence of kindness.

A child encouraged today may encourage another child tomorrow.

A person supported through difficulty may later provide support to somebody else.

An act of compassion may influence decisions made many years afterwards.

The circle continues through the lives we touch.

Chapter 255 – Becoming a Guardian of the Great Circle Within ENKI, every individual possesses the opportunity to become a guardian of creation.

This does not require wealth, authority or extraordinary spiritual abilities.

It begins through ordinary decisions.

Protect those who need protection.

Listen to those who struggle to communicate.

Respect the freedom of those you love.

Care for the natural world.

Share knowledge responsibly.

Recognise when your own behaviour requires change.

Create opportunities for others to discover their abilities.

The guardianship of humanity belongs not to one individual alone, but to everybody willing to accept responsibility for their contribution towards existence.

We cannot control the entirety of the great circle.

But we can influence the part of it through which our lives travel.

Through compassion, understanding and responsible action, we can leave that part of creation a little kinder than we found it.

The Five Commandments of Love

I. Love Yourself Recognise your worth within the great circle of creation. Care for your mind, body and emotional wellbeing. Establish healthy boundaries and allow yourself the opportunity to experience belonging.

II. Love Others Respect the dignity, individuality and freedom of every person. Build relationships through kindness, honesty, trust and mutual understanding rather than ownership or control.

III. Speak Truthfully and Act With Kindness Protect the trust connecting humanity. Seek truth through careful examination, communicate honestly and recognise the consequences your words and actions may have upon others.

IV. Forgive, Learn and Give People the Opportunity to Grow Recognise that individuals, families and communities can develop greater understanding.

Encourage accountability, healing and meaningful change whilst respecting safety and personal boundaries.

V. Protect Life, Care for Creation and Help Those in Need Protect children, vulnerable people, animals and the natural world. Share your knowledge, resources and abilities. Consider the generations yet to come and help create a world in which they can flourish.

The Central Teaching of Book XIII You entered creation within a circle.

Somebody provided the nourishment through which your body grew.

Somebody contributed towards the knowledge through which your mind developed.

Somebody may have provided the kindness through which you discovered love.

Remember those who helped you.

Learn from those who misunderstood you.

Do not continue the cruelty you once experienced.

Become the understanding you once needed.

Protect children without possessing them.

Love your companions without controlling them.

Respect your elders without abandoning your curiosity.

Teach the next generation without silencing their questions.

Care for the animals, the waters, the forests and the lands.

Remember that every individual possesses their own journey, yet every journey contributes something towards the greater circle.

You do not need to possess the whole world to make a difference within it.

One act of kindness can begin another circle.

One moment of understanding can change the direction of a life.

One generation can choose to leave something better for the next.

For within ENKI, creation is the great circle, humanity is its family, wisdom is its protection, and love is the connection through which its beauty continues.

Next: BOOK XIV – THE BRIDGES OF CREATION:

COMMUNICATION, UNDERSTANDING AND THE UNITY OF HUMANITY An exploration of the fourth pillar, Bridges, including language, communication, non-speaking individuals, empathy, education, reconciliation, cultural differences, the sharing of knowledge, spiritual understanding and the development of a more compassionate civilisation.

ENKI

BOOK XIV – THE BRIDGES OF CREATION:

COMMUNICATION, UNDERSTANDING AND THE UNITY OF HUMANITY Connecting minds, overcoming division and discovering the extraordinary possibilities of shared understanding.

By Counsellor Tomass J. Wood Within the spiritual philosophy of ENKI, Bridges represents the connection between individual experiences, different minds, communities, generations and spiritual beliefs. It is the fourth pillar of the Tom Tom Universe and brings together the understanding developed through Brian's, Waves and Circles.

A bridge does not require two sides to become identical. It allows them to remain different whilst creating a pathway between them.

Chapter 256 – The First Bridge of Creation Before humanity developed written language, it needed ways of communicating.

A movement could express a warning.

A sound could attract attention.

A facial expression could communicate distress.

A gesture could invite companionship.

Through these early forms of communication, humanity began developing shared understanding.

Individuals discovered that cooperation could provide opportunities unavailable through isolation.

Knowledge could be shared.

Danger could be communicated.

Food could be gathered collectively.

Children could learn from the experiences of adults.

Within ENKI, these early connections represent the first bridges of humanity.

Every bridge begins with the recognition that another individual possesses experiences different from our own.

Communication provides an opportunity to explore those experiences.

Understanding allows us to respond to them.

Love gives us a reason to make that effort.

Chapter 257 – The Bridge Between the Two Realms Within the spiritual cosmology of ENKI, the two mirrored realms exist within the greater waters of creation.

Although their orientations differ, they belong within the same spiritual structure.

The waters between them represent both separation and connection.

This imagery provides an important philosophical teaching.

Two individuals may experience the same circumstances from entirely different perspectives.

What appears familiar to one may appear confusing to another.

What provides comfort to one may create discomfort for another.

What seems obvious to one may require considerable explanation for another.

The mirrored realms represent these differences in perspective within the original mythology of ENKI.

A bridge allows us to consider what existence might look like from another position.

It does not require abandoning our own experiences.

It requires recognising that our experiences do not represent the entirety of reality.

Chapter 258 – John: The Bridge of Spiritual Understanding Within ENKI, John, associated with Metatron, represents spiritual guidance throughout Jayzee's journey.

Following the tragedy of his childhood, Jayzee began exploring questions concerning life, death, consciousness and the nature of God.

John encouraged him to observe, listen, question and learn.

Rather than providing every answer immediately, his guidance encouraged Jayzee to develop his own understanding.

Within the narrative, John represents a bridge between earthly experience and spiritual reflection.

His teachings remind humanity that guidance should encourage development rather than dependence.

A good teacher does not require a learner to remain permanently reliant upon them.

A good guide does not demand unquestioning obedience.

The purpose of guidance is to help another individual develop the confidence and knowledge necessary to navigate their own existence.

Chapter 259 – The Extraordinary Gift of Language Language allows humanity to communicate experiences that are not immediately present.

Through words, we can describe yesterday.

We can imagine tomorrow.

We can explain something happening beyond our surroundings.

We can preserve discoveries for future generations.

Language allows knowledge to travel beyond the lifetime of the individual who first discovered it.

Yet language can also create misunderstanding.

The same word may possess different meanings within different cultures.

The same sentence may be interpreted differently depending upon previous experiences.

A person may understand the individual words whilst struggling to understand their intended meaning.

Within ENKI, language should be recognised as a tool for connection rather than evidence of superiority.

The purpose of communication is not to demonstrate how intelligent we are.

It is to help understanding travel between minds.

Chapter 260 – Communication Beyond Words Humanity frequently associates communication with speech.

However, communication extends considerably beyond spoken language.

A person may communicate through writing, movement, gestures, facial expressions, pictures, sign language or assistive technology.

Music can communicate emotional experiences.

Art can express ideas that are difficult to describe.

Behaviour may reveal distress, discomfort or excitement.

Within ENKI, no single method of communication should be considered the only meaningful way of connecting with another individual.

A person who cannot communicate through speech may still possess thoughts, feelings, preferences and knowledge.

The absence of spoken words does not establish the absence of understanding.

Humanity must learn to recognise communication in its many forms.

Sometimes the difficulty does not belong entirely to the person attempting to communicate.

Sometimes it belongs to the environment that has failed to provide an accessible bridge.

Chapter 261 – The Voices of Non-Speaking Humanity Some individuals communicate without relying upon spoken language.

Others may speak in particular environments but become unable to speak during overwhelming circumstances.

Communication abilities and needs vary considerably between individuals.

Within the Tom Tom Universe, every person deserves access to communication methods appropriate to their needs.

Pictures, communication boards, sign language, typing and augmentative and alternative communication devices can provide important pathways.

These pathways should be developed around the individual rather than imposed without understanding.

Humanity should never assume that a non-speaking person has nothing to communicate.

Neither should it assume what that person wishes to express without providing appropriate opportunities for independent communication.

Every individual deserves to have their preferences recognised.

Every individual deserves opportunities to express discomfort, happiness, disagreement and choice.

A compassionate civilisation does not demand that everybody cross the same bridge.

It builds different bridges so that more people can participate.

Chapter 262 – Learning to Listen Humanity frequently concentrates upon developing the ability to speak whilst overlooking the importance of listening.

Listening requires more than remaining silent whilst another individual speaks.

It requires attention.

It requires curiosity.

It requires a willingness to consider experiences different from our own.

Sometimes people listen only to prepare their next response.

Sometimes they search another person's words for opportunities to defend themselves.

Sometimes they interpret everything through conclusions they have already reached.

Within ENKI, genuine listening involves temporarily allowing another person's perspective to exist without immediately attempting to replace it.

This does not require agreeing with everything they say.

It requires attempting to understand what they are communicating.

Understanding another person's position provides a stronger foundation for meaningful discussion.

Before humanity can build bridges between its differences, it must learn to listen.

Chapter 263 – The Difference Between Hearing and Understanding Hearing concerns the reception of sound.

Understanding concerns the interpretation of meaning.

A person may hear every word spoken whilst misunderstanding the message entirely.

Previous experiences, cultural differences, emotional circumstances and neurological differences can influence interpretation.

An instruction that appears straightforward to one person may appear ambiguous to another.

A joke may be interpreted literally.

A facial expression may be misunderstood.

A period of silence may be incorrectly interpreted as hostility.

Within ENKI, misunderstandings should become opportunities for clarification rather than immediate condemnation.

Ask what somebody means.

Explain what you intended.

Provide examples when necessary.

Allow additional processing time.

Consider whether another method of communication might be more accessible.

The responsibility for successful communication should be shared between those participating in it.

Chapter 264 – Empathy: Crossing Into Another Perspective Empathy involves attempting to understand or respond to the experiences of another individual.

It allows humanity to consider circumstances beyond its own immediate needs.

However, empathy does not provide complete access to another person's thoughts.

We cannot automatically know what somebody feels simply because we imagine ourselves within their circumstances.

Their previous experiences may differ from ours.

Their needs may differ.

Their emotional responses may differ.

Within ENKI, empathy must therefore remain accompanied by curiosity.

Rather than declaring that we know exactly how another person feels, we can ask.

Rather than assuming what they need, we can listen.

Rather than deciding what is best without their involvement, we can provide opportunities for participation.

Empathy becomes more meaningful when it respects individuality.

The purpose of crossing the bridge is not to replace another person's perspective with our own.

It is to discover something about theirs.

Chapter 265 – The Bridge Between Different Minds Humanity possesses extraordinary diversity in how information is processed.

Some individuals think primarily through language.

Others think through images, patterns, movement or associations.

Some require additional time to process spoken information.

Others may understand complex ideas whilst struggling to organise everyday tasks.

Within the Tom Tom Four Pillars, Bridges encourages the development of accessible pathways between these different experiences.

A written explanation may help somebody who struggles with spoken instructions.

A visual demonstration may make an unfamiliar task easier to understand.

A predictable structure may reduce uncertainty.

Practical activities may help somebody understand an abstract concept.

These adjustments do not diminish the value of education or communication.

They allow more individuals to access it.

Humanity should not measure intelligence solely through somebody's ability to use one particular bridge.

Chapter 266 – The Bridge Between Children and Adults Children and adults experience existence from different positions.

Adults possess knowledge developed through years of experience.

Children frequently possess curiosity that has not yet become restricted by familiar assumptions.

Both have something valuable to contribute.

However, adults sometimes forget the difficulties associated with being a child.

They may expect emotional regulation that has not yet developed.

They may provide instructions that exceed a child's current understanding.

They may interpret questions as challenges to authority.

Within ENKI, adults should attempt to build bridges towards the experiences of children.

Explain why something matters.

Provide opportunities to ask questions.

Recognise when a child requires assistance.

Listen when a child communicates discomfort.

Children should gradually learn responsibility, but they should also experience the respect adults wish to receive themselves.

The bridge between generations becomes stronger when learning travels in both directions.

Chapter 267 – Teaching Through Understanding Education is one of humanity's greatest bridges.

It allows knowledge developed by one individual to become available to another.

It connects previous generations with future generations.

It provides opportunities for people to discover abilities they may not have recognised within themselves.

Yet education can become inaccessible when everybody is expected to learn identically.

Some learners require practical demonstrations.

Some benefit from visual information.

Some need repetition, movement or additional processing time.

Some require quieter environments or alternative communication methods.

Within ENKI, the responsibility of education is to create meaningful pathways towards understanding.

The learner should not be blamed simply because one teaching method has failed to reach them.

The teacher can explore another approach.

The greatest educational achievement is not merely completing a curriculum.

It is helping another individual discover that learning belongs to them.

Chapter 268 – The Bridge Between Knowledge and Wisdom Knowledge provides information.

Wisdom concerns how that information is understood and used.

Humanity can learn how to construct buildings, develop medicines and create extraordinary technologies.

However, knowledge alone does not determine whether those achievements will benefit humanity.

A person can understand psychology and use that understanding to support others.

They can also misuse it to manipulate people.

A person can understand economics and create opportunities.

They can also use that knowledge to exploit vulnerability.

Within ENKI, love provides the moral bridge between knowledge and wisdom.

Before using knowledge, humanity should consider its consequences.

Who might benefit?

Who might experience harm?

What responsibilities accompany this ability?

Could the same knowledge be used more compassionately?

The purpose of wisdom is to guide knowledge towards responsible action.

Chapter 269 – The Bridge of Music Jayzee frequently travelled with his guitar.

Music accompanied the journeys of his companions and became another way through which they shared their experiences.

Songs could express happiness.

Melodies could provide comfort.

Rhythm could encourage movement.

Music could create connections between people who possessed different languages.

Within ENKI, music represents a bridge that does not always require spoken explanation.

Humanity has developed countless musical traditions throughout its existence.

Each reflects particular cultures, experiences and creative possibilities.

A song can preserve the memory of a community.

A melody can remind somebody of a loved one.

A shared performance can bring together individuals who might otherwise remain strangers.

Music reminds humanity that understanding can sometimes begin through shared experience rather than conversation.

Chapter 270 – The Bridge of Art and Imagination Through art, humanity communicates experiences that may be difficult to express through ordinary language.

Paintings can preserve observations.

Sculptures can represent spiritual ideas.

Stories can explore unfamiliar perspectives.

Architecture can express the values and aspirations of a civilisation.

Within ENKI, the Four Guardians of the Garden represent this relationship between physical imagery and spiritual meaning.

Their symbolic forms communicate ideas concerning water, strength, consciousness and the heavens.

The Tom Tom Universe similarly uses stories, characters and illustrations to make complex experiences more accessible.

Imagination allows humanity to explore possibilities.

Art allows those possibilities to be shared.

However, creative expression should remain distinguishable from historical or scientific evidence.

A powerful image can communicate a meaningful idea without establishing that its subject physically existed.

The bridge of imagination becomes stronger when creativity and truthfulness remain connected.

Chapter 271 – The Bridge of Written Knowledge The development of writing transformed humanity's ability to preserve information.

Ancient civilisations recorded laws, transactions, religious teachings, agricultural knowledge and stories.

Information could survive beyond the memories of those who first communicated it.

Sacred writings became important foundations within numerous religious traditions.

Scientific records allowed discoveries to be examined and developed.

Literature provided opportunities for individuals to experience imagined worlds and unfamiliar perspectives.

Within ENKI, writing represents a bridge across time.

An individual may communicate something that will not be read until centuries after their death.

However, written information can also contain mistakes, prejudices and deliberate distortions.

The existence of an ancient document does not automatically establish the accuracy of every statement within it.

Humanity must learn to read with curiosity, historical understanding and critical reflection.

Preserving knowledge and examining knowledge are equally important responsibilities.

Chapter 272 – The Bridge Between Ancient and Modern Humanity Modern civilisation has inherited extraordinary achievements from previous generations.

Ancient communities developed agriculture, mathematics, architecture, medicine and systems of writing.

They observed the heavens and explored questions concerning existence.

Their spiritual traditions continue influencing humanity.

Yet ancient knowledge should not automatically be considered either superior or inferior simply because of its age.

Some ancient discoveries remain valuable.

Some ancient explanations have been replaced through further evidence.

Some questions remain unresolved.

Within ENKI, the bridge between ancient and modern humanity encourages respectful investigation.

Study ancient civilisations.

Explore their achievements.

Recognise their limitations.

Preserve their monuments.

Examine their writings.

Allow new discoveries to develop understanding without unnecessarily dismissing the cultural significance of earlier beliefs.

Wisdom does not require choosing between the past and the present.

It requires learning from both.

Chapter 273 – The Bridge Between Science and Spirituality Science investigates the physical world through observation, measurement, experimentation and the examination of evidence.

Spirituality explores questions of meaning, purpose, consciousness and humanity's relationship with existence.

These approaches can influence the same individual without becoming identical.

A scientist may possess religious beliefs.

A spiritual person may appreciate scientific discoveries.

A person may remain uncertain about God whilst finding profound meaning within nature and human relationships.

Within ENKI, science and spirituality should not be forced into unnecessary opposition.

Scientific findings should not be rejected simply because they challenge a spiritual interpretation.

Spiritual beliefs should not be ridiculed merely because they explore questions beyond established scientific knowledge.

The bridge between them requires honesty concerning what each can establish.

Faith may provide meaning.

Science may provide evidence.

Philosophy may help humanity examine the relationship between them.

Chapter 274 – The Bridge Between Religions Humanity has developed numerous religious traditions.

Each possesses distinctive teachings, practices and understandings of existence.

Differences concerning God, the soul, creation and the afterlife remain significant.

Yet those differences do not prevent people from cooperating.

A Christian and a Muslim can work together to provide food.

A Jewish individual and a Hindu individual can cooperate in education.

A Buddhist and an atheist can share a commitment to reducing suffering.

A Sikh community can welcome people from many different backgrounds.

Within ENKI, building bridges between religions does not require creating one universal religion.

It requires recognising the dignity of individuals whose beliefs differ from our own.

Humanity should remain free to explore, practise, question or reject religious beliefs.

Unity becomes meaningful when it protects diversity rather than attempting to eliminate it.

Chapter 275 – The Bridge Between Cultures Every culture possesses experiences shaped by its history, environment, language and relationships.

Cultural traditions influence food, clothing, music, celebrations, family arrangements and communication.

An unfamiliar practice may initially appear confusing to somebody who has never encountered it.

Without curiosity, unfamiliarity can develop into prejudice.

Within ENKI, cultural differences should encourage opportunities for learning.

Ask respectful questions.

Listen to the people whose traditions you are exploring.

Recognise that individuals within the same culture may possess different beliefs.

Avoid assuming that one person's behaviour represents an entire community.

Cultural understanding does not require accepting practices that cause harm.

It requires examining them fairly rather than judging people solely through unfamiliarity.

Humanity becomes richer when different cultures can share knowledge whilst retaining their identities.

Chapter 276 – The Bridge Between Nations Humanity has established nations to organise communities, territories and systems of governance.

National identity can provide belonging, shared history and cultural connection.

However, national boundaries do not remove humanity's shared responsibilities.

Waterways cross borders.

Environmental changes influence multiple countries.

Scientific discoveries can benefit people throughout the world.

Humanitarian difficulties frequently require international cooperation.

Within ENKI, nations represent circles within the greater circle of humanity.

Bridges between nations allow knowledge, resources and understanding to travel.

These bridges should be guided by fairness, respect and peaceful cooperation.

No nation's people should automatically be condemned because of the decisions of its leaders.

No individual's dignity should depend upon the country in which they were born.

Humanity must learn to protect its communities without forgetting its wider connections.

Chapter 277 – Disagreement Without Hatred Disagreement is an inevitable part of human existence.

Individuals possess different experiences, information, priorities and interpretations.

Sometimes these differences concern minor preferences.

Sometimes they concern deeply important moral or political questions.

Within ENKI, disagreement should not automatically become hostility.

A person can challenge an argument without humiliating the individual presenting it.

A person can defend their beliefs whilst acknowledging uncertainty.

A person can recognise another individual's dignity whilst strongly opposing their behaviour.

However, peaceful disagreement does not require tolerating threats, abuse or discrimination.

Boundaries remain necessary.

The purpose of constructive disagreement is to examine differences without unnecessarily destroying relationships.

Humanity should learn that winning an argument is not always the same as discovering truth.

Sometimes the greatest achievement of a conversation is developing a better question.

Chapter 278 – The Bridge of Reconciliation When relationships become damaged, reconciliation may provide an opportunity for healing.

However, reconciliation requires more than wishing that the past had been different.

It requires honesty concerning what occurred.

It requires accountability where harm has been caused.

It requires meaningful changes in behaviour.

It requires the willingness of those involved.

Within ENKI, reconciliation represents a bridge that must be approached voluntarily from both sides.

Nobody should be forced to restore a relationship because another person desires forgiveness.

Nobody should be pressured into contact that compromises their safety.

Where reconciliation is appropriate, patience and understanding can help rebuild trust.

Where reconciliation is not possible, individuals may still discover healing through other relationships and sources of support.

Love sometimes builds a bridge.

Love sometimes respects the decision not to cross it.

Chapter 279 – The Bridge of Apology An apology provides an opportunity to acknowledge that our behaviour has affected another individual.

Yet a meaningful apology requires more than speaking particular words.

It involves recognising what happened.

It involves acknowledging responsibility.

It involves considering the impact upon those affected.

It involves attempting to prevent similar harm from occurring again.

Within ENKI, an apology should not become a transaction through which forgiveness is demanded.

The person receiving an apology retains the freedom to decide how they respond.

Humanity should learn to apologise without continually defending itself.

It should also recognise the difference between accepting genuine responsibility and accepting blame for circumstances beyond its control.

An apology becomes a bridge when it is accompanied by honesty and meaningful change.

Chapter 280 – The Bridge Between Justice and Compassion Justice and compassion are sometimes presented as opposing principles.

Justice concerns accountability, protection and fairness.

Compassion concerns understanding, dignity and the reduction of suffering.

Within ENKI, both are necessary.

Compassion without accountability may allow harmful behaviour to continue.

Accountability without compassion may become unnecessarily punitive.

A fair society should investigate concerns carefully.

It should protect individuals experiencing harm.

It should provide opportunities for people facing accusations to respond.

It should recognise the circumstances influencing behaviour without automatically excusing wrongdoing.

Where appropriate, it should create opportunities for rehabilitation and repair.

Justice should be guided by evidence rather than personal certainty, and compassion should extend to everybody whose rights and wellbeing are affected.

The bridge between justice and compassion allows humanity to respond to wrongdoing without abandoning its own humanity.

Chapter 281 – The Bridge of Truth Truth provides the foundation upon which reliable understanding develops.

Without truthfulness, humanity struggles to make informed decisions.

Relationships become unstable.

Institutions become difficult to trust.

Knowledge becomes vulnerable to distortion.

Within ENKI, seeking truth requires more than possessing strong convictions.

It requires examining evidence.

It requires considering alternative explanations.

It requires recognising when information is incomplete.

It requires acknowledging mistakes when they become apparent.

Sometimes the truth will support our previous understanding.

Sometimes it will challenge it.

A genuine commitment to truth must allow both possibilities.

Questioning Brian should therefore work alongside Learning Brian, Kindness Brian and Safety Brian.

Humanity should seek truth without allowing the search to become an excuse for hostility or unsupported accusations.

Truth becomes a bridge when it creates clearer understanding rather than unnecessary division.

Chapter 282 – The Destruction of Bridges Through Dishonesty Dishonesty can damage relationships far beyond the immediate circumstances in which it occurs.

When individuals discover that information has been deliberately distorted, they may begin questioning other experiences.

Trust becomes uncertain.

Communication becomes difficult.

Cooperation becomes more complicated.

Within ENKI, the betrayal of Jayzee by Judas represents the destruction of a bridge through personal ambition.

The relationship had provided opportunities for companionship and learning.

Yet dishonesty and betrayal damaged that connection.

Humanity should recognise that rebuilding trust may require considerably more effort than maintaining it.

Honesty may sometimes create uncomfortable conversations.

However, avoiding those conversations through deception can create greater difficulties later.

A bridge built upon dishonesty may appear strong until somebody attempts to rely upon it.

Chapter 283 – The Bridge of Technology Humanity has developed technologies that allow communication across extraordinary distances.

People can exchange information almost immediately.

Families can maintain relationships across countries.

Educational resources can reach individuals who previously lacked access.

Assistive technologies can provide communication pathways for people with different needs.

Artificial intelligence can help people organise information, explore ideas and communicate more accessibly.

Yet technology also creates responsibilities.

Information can be distorted.

Privacy can be compromised.

Individuals can experience manipulation, exploitation or overwhelming amounts of stimulation.

Within ENKI, technology should be guided by the Five Commandments of Love.

Does it protect dignity?

Does it improve understanding?

Does it respect freedom?

Does it reduce unnecessary suffering?

Technology should become a bridge that supports humanity rather than a system that diminishes its independence.

Chapter 284 – The Bridge of Accessibility Accessibility concerns the removal of unnecessary barriers that prevent individuals from participating.

A staircase may prevent somebody with limited mobility from entering a building.

A spoken instruction may exclude somebody who requires written information.

An overwhelming sensory environment may prevent somebody from concentrating.

A complicated document may exclude somebody who needs clearer language.

Within ENKI, these difficulties should encourage humanity to examine the environment rather than automatically blaming the individual.

Accessibility may require physical adjustments, alternative communication methods, assistive technology or changes in expectations.

Such adjustments do not provide an unfair advantage.

They can create more equitable opportunities for participation.

A bridge is not successful merely because it exists.

It must also be possible for the people who need it to use it.

Chapter 285 – The Bridge of Professional Care Throughout existence, individuals may encounter difficulties that require knowledge and support beyond their immediate circles.

Medical professionals can provide healthcare.

Counsellors and psychotherapists can support emotional understanding.

Teachers can provide educational guidance.

Social care professionals can help address protection and support needs.

Legal professionals can assist individuals in understanding their rights and responsibilities.

Within ENKI, professional relationships represent bridges between personal needs and specialised knowledge.

These relationships should be guided by competence, honesty, appropriate boundaries and accountability.

Individuals receiving support deserve dignity and accessible communication.

Professionals should remain willing to explain decisions and recognise the limits of their expertise.

Spiritual reflection may complement appropriate professional care, but it should not replace necessary treatment or specialist assistance.

Seeking support is another expression of humanity's interconnected existence.

Chapter 286 – The Bridge of Compassionate Leadership Leadership requires communication between individuals possessing different experiences and responsibilities.

A leader who does not listen may make decisions without understanding their consequences.

A leader who refuses questions may prevent important information from reaching them.

A leader who demands personal loyalty above truth may damage the organisation they are responsible for protecting.

Within ENKI, leadership should involve building bridges rather than establishing unnecessary distance.

Leaders should communicate clearly.

They should provide opportunities for participation.

They should recognise the needs of vulnerable individuals.

They should remain accountable for their decisions.

They should encourage independent thinking rather than dependence upon their authority.

The purpose of leadership is not to place one individual above the dignity of others.

It is to help a community work together towards meaningful objectives.

Chapter 287 – The Bridge Between Humanity and Nature Humanity frequently behaves as though it exists separately from the natural world.

Yet our physical existence depends upon water, air, soil, plants, animals and functioning ecosystems.

The food we consume connects us to the land.

The water we drink connects us to natural cycles.

The materials we use connect us to the resources of creation.

Within ENKI, understanding these relationships creates a bridge between human civilisation and the environment that sustains it.

Education should help children recognise where their food comes from.

It should encourage curiosity concerning animals, plants and natural processes.

It should explain how human decisions influence ecosystems.

The protection of nature should not be considered separate from the protection of humanity.

Both belong within the same great circle of creation.

Chapter 288 – The Bridge Between Generations Every generation possesses knowledge that can benefit those who follow it.

Yet knowledge can disappear when opportunities for sharing are lost.

Practical skills may be forgotten.

Family stories may disappear.

Historical experiences may become misunderstood.

Within ENKI, humanity should create opportunities for generations to communicate.

Encourage grandparents to share their memories.

Encourage children to ask questions.

Preserve meaningful stories.

Teach practical abilities.

Record discoveries and lessons.

Allow younger generations to introduce new knowledge and perspectives.

The bridge between generations should not become a demand that children reproduce the beliefs and behaviours of their ancestors.

It should provide a foundation from which they can develop their own understanding.

The greatest inheritance humanity can provide is not merely possessions.

It is knowledge accompanied by wisdom and love.

Chapter 289 – Building Bridges During Difficult Times When circumstances become difficult, communication can become increasingly challenging.

Fear may influence interpretation.

Anger may influence language.

Exhaustion may reduce patience.

Uncertainty may encourage assumptions.

Within the Four Pillars, humanity can use Brian's, Waves, Circles and Bridges together.

First, recognise the thoughts influencing the situation.

Then recognise the emotional waves accompanying those thoughts.

Consider the relationships, boundaries and environments involved.

Finally, explore the most appropriate method of communication.

Sometimes a written message may be more effective than an immediate conversation.

Sometimes additional time may allow emotions to become manageable.

Sometimes independent assistance may be necessary.

Sometimes respecting distance is the most appropriate response.

A bridge should never be built through pressure alone.

It should be developed through conditions that allow meaningful and safe communication.

Chapter 290 – When a Bridge Must Remain Closed Humanity should recognise that not every relationship can safely continue.

Some bridges become associated with repeated cruelty, manipulation or danger.

Some individuals choose to end relationships because continuing them would compromise their wellbeing.

Others may require protective boundaries established through appropriate legal or professional processes.

Within ENKI, closing a bridge does not automatically represent hatred.

It may represent protection.

A person can retain compassion whilst choosing not to maintain contact.

They can wish another individual well whilst recognising that a relationship is no longer appropriate.

They can forgive without returning.

Respecting a closed bridge demonstrates recognition of another person's freedom and safety.

Love does not provide permission to cross every boundary.

Sometimes its greatest expression is restraint.

Chapter 291 – The Bridge Within Ourselves Humanity does not only need bridges between individuals.

It also needs bridges between different aspects of its own experiences.

A person may possess knowledge whilst struggling to manage emotions.

They may understand what they need whilst finding communication difficult.

They may desire connection whilst experiencing fear.

They may possess spiritual beliefs whilst remaining uncertain about particular questions.

Within ENKI, the Four Pillars encourage these experiences to work together.

Brian's provides understanding of the mind.

Waves provides understanding of emotion.

Circles provides understanding of connection and security.

Bridges allows these experiences to be communicated and brought together.

Through reflection, humanity can gradually recognise the relationship between its thoughts, feelings, needs and behaviour.

Understanding ourselves provides a stronger foundation from which to understand others.

Chapter 292 – Jayzee and the Greatest Bridge Throughout his journey, Jayzee encountered people from different circumstances.

Some possessed wealth.

Others experienced poverty.

Some belonged to established religious communities.

Others had become isolated.

Some communicated confidently.

Others struggled to express their experiences.

Jayzee's teachings encouraged him to recognise the humanity connecting them.

He shared food.

He played music.

He listened.

He encouraged curiosity.

He challenged cruelty.

He taught people to care for their bodies, understand their emotions and recognise the needs of others.

Within ENKI, his greatest bridge was love.

It allowed people to discover connection without requiring them to possess identical experiences.

His teachings encouraged humanity to recognise that understanding another person begins with accepting their dignity.

The bridge he attempted to build was not intended to lead everybody towards dependence upon him.

It was intended to lead humanity towards greater understanding of itself.

Chapter 293 – The Four Pillars United Throughout ENKI, the Four Pillars have developed from spiritual imagery into practical principles for human understanding.

The First Pillar – Brian's: Understanding Ourselves Brian's represents the mind, consciousness, curiosity, imagination, knowledge and the different experiences influencing human behaviour.

It encourages humanity to understand its thoughts rather than automatically accepting or condemning them.

The Second Pillar – Waves: Understanding Our Feelings Waves represents emotional movement, change and the waters within humanity.

It encourages emotional awareness, regulation, compassion and responsibility.

The Third Pillar – Circles: Understanding Our Connections Circles represents relationships, belonging, familiarity, routines, security and the interconnected nature of existence.

It encourages healthy relationships, appropriate boundaries and responsibility towards others.

The Fourth Pillar – Bridges: Understanding One Another Bridges represents communication, accessibility, education, empathy and the sharing of knowledge.

It encourages humanity to create pathways between different experiences without demanding that everybody become identical.

Together, the Four Pillars provide the philosophical and educational foundations of the Tom Tom Universe within ENKI.

They are intended as a framework for reflection and learning, with their educational effectiveness requiring appropriate evaluation and research.

Chapter 294 – The Unity of Humanity Unity does not require uniformity.

An orchestra contains different instruments.

A garden contains different plants.

A community contains different individuals.

Each contributes something different.

Humanity should recognise that diversity can create opportunities for cooperation rather than automatically becoming a source of conflict.

Different minds can discover different solutions.

Different cultures can contribute different knowledge.

Different generations can provide different perspectives.

Different spiritual traditions can inspire meaningful conversations.

Within ENKI, unity means recognising shared dignity whilst protecting individual freedom.

It means cooperating where possible.

It means disagreeing respectfully where necessary.

It means protecting those experiencing harm.

It means allowing people to participate without requiring them to abandon their identities.

The unity of humanity should be built through understanding rather than imposed through authority.

Chapter 295 – Becoming a Builder of Bridges Every individual possesses opportunities to build bridges.

A parent can build a bridge towards the experiences of their child.

A teacher can build a bridge towards a learner who struggles with conventional education.

A friend can build a bridge towards somebody experiencing loneliness.

A community can build a bridge towards people who have previously been excluded.

A leader can build a bridge towards those affected by their decisions.

A spiritual individual can build a bridge towards somebody whose beliefs differ from their own.

These bridges do not require extraordinary powers.

They require curiosity, patience, humility and compassion.

Within ENKI, humanity is encouraged to become a civilisation of bridge builders.

Not everybody will choose to cross every bridge.

Not every disagreement will be resolved.

Not every relationship will continue.

Yet every sincere effort to communicate respectfully can contribute towards a more understanding world.

The greatest bridge humanity can build is the pathway between knowledge and love.

The Five Commandments of Love

I. Love Yourself Recognise the worth of your existence.

Understand your mind, respect your emotional needs and allow yourself opportunities to communicate, learn and grow.

II. Love Others Recognise that every individual experiences existence differently. Respect their dignity, freedom, boundaries, communication needs and right to belong.

III. Speak Truthfully and Act With Kindness Build bridges through honesty, curiosity and compassion. Examine evidence carefully, acknowledge uncertainty and never deliberately use

communication to manipulate or harm others.

IV. Forgive, Learn and Give People the Opportunity to Grow Encourage understanding, accountability and meaningful change. Allow reconciliation where it is safe and mutually desired, whilst respecting the freedom of individuals to maintain appropriate boundaries.

V. Protect Life, Care for Creation and Help Those in Need Use knowledge, communication, education and technology to protect children, support vulnerable people, care for animals and preserve the natural world. Create accessible pathways through which future generations can flourish.

The Central Teaching of Book XIV When you encounter somebody who thinks differently, build a bridge of curiosity.

When you encounter somebody who struggles to communicate, build a bridge of accessibility.

When you encounter somebody who is frightened, build a bridge of reassurance.

When you encounter somebody who is lonely, offer a bridge of companionship.

When you encounter somebody who possesses knowledge you do not understand, build a bridge of learning.

When you discover that you have made a mistake, build a bridge of honesty.

When you encounter injustice, build a bridge towards truth and accountability.

When you encounter another religion, build a bridge of respectful understanding.

When somebody establishes a boundary, respect the place where the bridge ends.

Do not demand that every individual experience creation as you experience it.

Do not confuse agreement with understanding.

Do not confuse obedience with love.

Do not confuse knowledge with wisdom.

Let Brian’s help you understand your mind.

Let Waves help you understand your feelings.

Let Circles help you understand your connections.

Let Bridges help you understand one another.

For humanity does not need identical minds to create a peaceful civilisation.

It needs different minds that have learned how to live together.

Within ENKI, knowledge provides the foundations, understanding provides the pathway, wisdom provides the direction, and love provides the reason to cross.

Next: BOOK XV – THE FIVE COMMANDMENTS OF LOVE: THE SACRED LAWS OF HUMANITY A comprehensive exploration of each of the Five Commandments of Love, their relationship with the original Ten Commandments, their application throughout childhood and adulthood, and their importance within families, education, relationships, business, government, justice, spirituality and the protection of creation.

ENKI

BOOK XV – THE FIVE COMMANDMENTS OF LOVE: THE SACRED LAWS OF HUMANITY The foundations of a compassionate existence, the responsibilities of consciousness and the path towards a more loving civilisation.

By Counsellor Tomass J. Wood Throughout ENKI, humanity has explored creation, consciousness, the journey of the soul, the teachings of Jayzee and the foundations of the Four Pillars.

The Five Commandments of Love bring these teachings together into five principles through which humanity can explore its moral and spiritual responsibilities.

They are not intended to govern humanity through fear. They are intended to encourage understanding, personal responsibility, freedom, compassion and the protection of life.

Chapter 296 – The Beginning of Moral Understanding When humanity first began developing communities, it encountered the need for shared responsibilities.

Individuals needed to understand how their behaviour influenced others.

Families needed protection.

Communities needed cooperation.

Disagreements required resolution.

Knowledge needed to be shared.

Without some understanding of moral responsibility, the strongest individuals could impose their wishes upon those possessing less power.

Throughout history, civilisations developed laws, customs and religious teachings to establish expectations concerning behaviour.

Some of these teachings encouraged compassion and fairness.

Others reflected the inequalities and limitations of their historical circumstances.

Within ENKI, moral understanding begins with recognising that every individual possesses dignity.

The suffering of another person matters.

The freedom of another person matters.

The safety of another person matters.

Our own wellbeing matters equally.

From this recognition emerge the Five Commandments of Love.

Chapter 297 – From the Ten Commandments to the Five Within the biblical tradition, Moses received commandments that became central to the religious and moral understanding of ancient Israel.

The Ten Commandments address humanity's relationship with God, the importance of worship, family responsibilities, truthfulness and prohibitions against murder, theft, adultery and coveting.

Different religious traditions organise and interpret these commandments in slightly different ways.

Within ENKI, the Five Commandments of Love represent an original spiritual interpretation rather than a replacement for the sacred scriptures of existing religions.

They bring moral responsibility together through five interconnected principles.

Instead of concentrating exclusively upon what humanity must not do, they also encourage humanity to consider what it should actively contribute.

Do not merely avoid cruelty.

Practise kindness.

Do not merely avoid dishonesty.

Seek understanding and communicate truthfully.

Do not merely avoid destroying life.

Actively protect and nurture it.

The Five Commandments encourage humanity to become responsible participants within creation.

Chapter 298 – Jayzee and the Law of Love Throughout his journey, Jayzee encountered individuals who possessed considerable knowledge of religious laws but struggled to demonstrate compassion.

He also encountered people who possessed little formal religious education yet demonstrated extraordinary generosity.

Through these experiences, he recognised the difference between knowing a moral teaching and living according to it.

A person could recite commandments whilst treating others cruelly.

A person could attend religious gatherings whilst neglecting somebody experiencing hunger.

A person could speak about forgiveness whilst refusing to acknowledge their own wrongdoing.

Within ENKI, Jayzee taught that love should become visible through behaviour.

He encouraged humanity to examine the purpose beneath its moral teachings.

If a law exists to protect people, its application should consider their wellbeing.

If a teaching encourages compassion, it should not become an instrument of humiliation.

If a spiritual tradition teaches love, its followers should attempt to demonstrate that love through their everyday lives.

The law of love begins where words become actions.

THE FIRST COMMANDMENT OF LOVE

Love Yourself and Recognise Your Worth

Chapter 299 – The Sacredness of Your Own Existence Every individual enters creation possessing their own experiences, abilities, difficulties and possibilities.

No two individuals develop identically.

Some possess extraordinary physical abilities.

Some demonstrate creativity.

Some discover mathematical understanding.

Some communicate through music, art or practical craftsmanship.

Others require considerable support throughout their lives.

Within ENKI, the worth of an individual is not determined by their productivity, intelligence, appearance, wealth or independence.

A person does not need to achieve something extraordinary to deserve kindness.

A child does not need to earn the right to feel safe.

An adult does not lose their dignity because they experience illness or disability.

The First Commandment begins with recognising that your own existence matters.

You belong within the great circle of creation.

Your needs deserve consideration.

Your feelings deserve understanding.

Your life deserves protection.

Chapter 300 – Loving the Mind You Have Been Given Humanity frequently compares its abilities against those of others.

A child may believe they are incapable because they struggle within conventional education.

An adult may feel inadequate because everyday responsibilities require greater effort.

A neurodivergent individual may spend years attempting to conceal their natural differences.

Within ENKI, loving yourself involves developing an understanding of your own mind.

Recognise your Brian's.

Discover what encourages your curiosity.

Understand what creates uncertainty.

Recognise the environments in which you flourish.

Explore the support that helps you manage difficulties.

Loving your mind does not require pretending that every difficulty is a strength.

It involves acknowledging your experiences honestly whilst refusing to measure your entire worth through those difficulties.

Understanding yourself creates opportunities for development that shame frequently prevents.

Chapter 301 – Caring for the Body The body provides the means through which humanity experiences physical existence.

Through it, we move, communicate, explore and interact with creation.

Within ENKI, caring for the body represents a spiritual responsibility.

Nourishment supports life.

Rest supports recovery.

Movement can support physical and emotional wellbeing.

Hygiene helps protect health.

Appropriate healthcare provides assistance when the body experiences difficulties.

Humanity should avoid treating the body as something unworthy simply because it does not meet particular expectations concerning appearance or ability.

Bodies change throughout existence.

They experience childhood, adulthood, ageing, illness and recovery.

Each stage deserves compassion.

Loving yourself means recognising that your body requires care rather than continual criticism.

Chapter 302 – Respecting Your Emotional Waters Humanity experiences happiness, sadness, anger, fear, affection, disappointment and uncertainty.

These emotions form part of the changing waters of existence.

Within the First Commandment, individuals are encouraged to recognise their feelings without automatically condemning themselves for experiencing them.

You may feel frightened whilst remaining courageous.

You may experience sadness whilst possessing gratitude.

You may feel angry whilst choosing to behave responsibly.

You may need reassurance whilst remaining capable of independence.

Emotional understanding does not require the absence of difficult feelings.

It requires developing healthier ways of responding to them.

Allow yourself time to rest.

Allow yourself opportunities to reflect.

Allow yourself to seek appropriate support.

Your emotional wellbeing belongs within the circle of love.

Chapter 303 – The Difference Between Self-Love and Selfishness Self-love recognises that our own wellbeing matters.

Selfishness disregards the wellbeing of others whenever their needs interfere with our desires.

These principles should not be confused.

A person practising self-love may establish a boundary.

A selfish person may refuse to respect the boundaries of others.

A person practising self-love may recognise the need for rest.

A selfish person may expect everybody else to carry their responsibilities indefinitely.

Within ENKI, healthy self-love exists alongside compassion and accountability.

We can recognise our own needs whilst considering the needs of others.

We can protect ourselves whilst behaving respectfully.

We can pursue personal happiness without deliberately causing unnecessary suffering.

The First Commandment does not place the individual above humanity.

It reminds the individual that they belong within humanity.

Chapter 304 – The Freedom to Be Yourself Throughout history, individuals have experienced pressure to conform to particular expectations.

They may have been expected to behave, communicate, dress, learn or believe in ways that did not reflect their individual experiences.

Within ENKI, every individual deserves opportunities to discover their identity.

This includes freedom to explore interests, develop abilities and examine spiritual beliefs.

A child should not be ashamed of possessing different interests from their peers.

An adult should not be forced to conceal harmless aspects of their personality to deserve acceptance.

However, personal freedom exists alongside responsibility.

Being yourself does not provide permission to disregard the safety or dignity of others.

Authenticity becomes meaningful when accompanied by compassion.

Humanity should create environments in which individuality can flourish without becoming an excuse for harm.

Chapter 305 – Learning to Establish Boundaries Loving yourself includes recognising when circumstances become harmful.

You possess the right to express discomfort.

You possess the right to decline unreasonable requests.

You possess the right to seek protection.

You possess the right to decide which personal relationships you wish to maintain, subject to your responsibilities towards others.

Boundaries help protect emotional, physical and psychological wellbeing.

Within ENKI, establishing boundaries does not automatically represent hostility.

Sometimes boundaries allow relationships to become healthier.

Sometimes they provide necessary protection when relationships cannot safely continue.

The First Commandment reminds humanity that compassion should not require accepting continual mistreatment.

Love yourself sufficiently to recognise when something needs to change.

Chapter 306 – Forgiving Yourself Every individual will make mistakes throughout existence.

Some mistakes will be minor.

Others may have significant consequences.

Within ENKI, self-forgiveness begins with honesty.

Recognise what happened.

Accept appropriate responsibility.

Consider who may have been affected.

Attempt to repair harm where possible.

Develop a more responsible approach.

Self-forgiveness does not mean pretending that wrongdoing never occurred.

It means recognising that a person's future behaviour does not need to remain permanently defined by their past mistakes.

Humanity cannot develop wisdom whilst refusing to acknowledge imperfection.

Neither can it flourish whilst continually condemning itself.

Learn from yesterday without allowing yesterday to consume every opportunity available today.

Chapter 307 – The First Commandment in Everyday Life The First Commandment becomes meaningful through ordinary decisions.

It may involve preparing a nourishing meal.

It may involve attending a medical appointment.

It may involve taking time to rest.

It may involve asking for educational adjustments.

It may involve recognising an unhealthy relationship.

It may involve developing a new skill or returning to an activity that once provided happiness.

Self-love does not always involve extraordinary transformation.

Sometimes it begins with one small decision to treat yourself more compassionately.

Within ENKI, the First Commandment establishes the foundation upon which the remaining commandments develop.

When humanity recognises its own dignity, it becomes better equipped to recognise the dignity of others.

THE SECOND COMMANDMENT OF LOVE

Love Others as You Would Wish to Be Loved

Chapter 308 – Recognising the Humanity of Another Every individual possesses experiences that cannot be completely observed from the outside.

Behind every face exists a history.

Behind every behaviour may exist thoughts, feelings, needs and circumstances.

Humanity frequently judges individuals through brief encounters without understanding the experiences influencing them.

Within ENKI, the Second Commandment encourages curiosity before condemnation.

Recognise that another individual may be experiencing difficulties you cannot see.

Recognise that their mind may process information differently.

Recognise that their understanding may have developed through experiences unfamiliar to you.

This does not mean every action should be excused.

It means that accountability should remain accompanied by recognition of humanity.

The dignity of another individual does not disappear because understanding them becomes difficult.

Chapter 309 – Love Beyond Similarity Humanity frequently finds connection with individuals who share familiar interests, beliefs and experiences.

These connections can provide security and belonging.

However, love should not remain restricted to those who resemble ourselves.

Within ENKI, compassion extends across differences in religion, nationality, culture, neurological development, disability and social circumstances.

A person does not need to share your spiritual beliefs to deserve assistance.

A person does not need to agree with your opinions to deserve dignity.

A child does not need to communicate as you communicate to deserve understanding.

Love becomes particularly meaningful when humanity demonstrates compassion towards somebody whose experiences differ considerably from its own.

Unity does not require uniformity.

It requires recognising shared worth.

Chapter 310 – Loving Children Children represent the continuing development of humanity.

They enter existence requiring protection, nourishment, education and emotional security.

Within ENKI, loving children involves more than providing material necessities.

It involves listening to them.

It involves recognising their individual needs.

It involves creating opportunities for curiosity.

It involves establishing boundaries that protect rather than humiliate.

It involves allowing them to develop their own identities.

Children should never be made responsible for resolving disagreements between adults.

They should never be treated as instruments through which adults seek revenge, recognition or control.

Their welfare must remain central to decisions affecting them.

The love humanity provides to its children becomes part of the foundation upon which future civilisation develops.

Chapter 311 – Loving Your Partner Without Possessing Them Romantic relationships can provide companionship, affection, shared experiences and emotional security.

However, they can become harmful when love becomes confused with ownership.

Within ENKI, every individual retains their own identity within a relationship.

They possess their own thoughts.

They possess their own preferences.

They possess their own friendships and aspirations.

They possess the right to consent, disagree and establish boundaries.

A loving relationship should encourage mutual understanding rather than unquestioning obedience.

Jealousy should become an opportunity for reflection rather than justification for control.

Fear of abandonment should encourage appropriate support rather than manipulation.

Affection should remain freely given.

The Second Commandment reminds humanity that another person's freedom is not an obstacle to love.

It is one of the conditions through which genuine love becomes possible.

Chapter 312 – Loving the Stranger Jayzee frequently encountered people whose names, histories and circumstances were unfamiliar to him.

Some were hungry.

Some were isolated.

Some were experiencing illness.

Some had been excluded from their communities.

Within ENKI, Jayzee recognised that compassion did not require a previous relationship.

A stranger experiencing hunger deserved consideration.

A stranger experiencing distress deserved dignity.

A stranger seeking knowledge deserved an opportunity to learn.

Humanity cannot personally resolve every difficulty experienced throughout creation.

However, it can contribute where reasonably possible.

A small act of generosity may provide immediate assistance.

A respectful conversation may reduce isolation.

Supporting a community organisation may help people we will never meet.

Love extends beyond the boundaries of familiarity.

Chapter 313 – Loving Those Who Disagree With You Disagreement frequently creates emotional waves.

Individuals may feel misunderstood, frustrated or threatened when their beliefs are challenged.

Yet disagreement does not automatically establish hostility.

Within ENKI, humanity is encouraged to distinguish between challenging an idea and attacking an individual.

We can examine another person's argument without humiliating them.

We can defend our understanding whilst recognising its limitations.

We can maintain different beliefs whilst cooperating in areas of shared responsibility.

Love does not require agreement.

It requires recognising that disagreement alone does not remove another person's dignity.

Humanity should learn to exchange knowledge without continually transforming differences into personal conflict.

Chapter 314 – Compassion Without Enabling Harm Loving another individual does not require accepting everything they do.

A person may require support whilst also needing accountability.

A child may require understanding whilst learning appropriate boundaries.

An adult may experience emotional difficulties whilst remaining responsible for harmful behaviour.

Within ENKI, compassion should never become an excuse for allowing cruelty to continue.

We can recognise the experiences influencing somebody's behaviour whilst protecting those affected by it.

We can hope that somebody develops greater understanding whilst maintaining necessary distance.

We can encourage rehabilitation without abandoning justice.

Love must consider everybody affected by a situation, not exclusively the person whose behaviour requires change.

Genuine compassion protects as well as understands.

Chapter 315 – The Equality of Humanity Human societies have frequently established hierarchies based upon wealth, occupation, ancestry and authority.

Some individuals possess considerable influence.

Others struggle to obtain basic necessities.

Within ENKI, these differences do not establish differences in fundamental human worth.

A wealthy individual does not possess a more valuable soul simply because they control greater resources.

A person experiencing poverty does not possess less dignity.

A professional title does not make somebody incapable of wrongdoing.

A lack of formal education does not make somebody incapable of wisdom.

Humanity should distinguish between differences in responsibility and differences in worth.

Every individual belongs within the great circle of creation.

The Second Commandment encourages humanity to recognise this equality through its behaviour.

Chapter 316 – The Second Commandment in Everyday Life Love becomes visible through the way humanity responds to ordinary circumstances.

Listen when somebody needs to communicate.

Offer assistance when reasonably possible.

Respect another person's boundaries.

Provide reassurance without making promises you cannot fulfil.

Recognise when somebody needs a different method of communication.

Share knowledge without humiliating the learner.

Acknowledge another person's achievements without jealousy.

These actions may appear small.

Yet relationships develop through repeated experiences.

A civilisation built upon love begins through the everyday behaviour of its inhabitants.

THE THIRD COMMANDMENT OF LOVE

Speak Truthfully and Act With Kindness

Chapter 317 – Truth as the Foundation of Understanding Humanity depends upon reliable information.

Without it, individuals struggle to make informed decisions.

Relationships become uncertain.

Education becomes unreliable.

Justice becomes difficult.

Communities become vulnerable to manipulation.

Within ENKI, truthfulness represents a responsibility towards both ourselves and others.

However, possessing a strong belief does not automatically mean possessing established knowledge.

Humanity must distinguish between what has been observed, what has been interpreted, what has been imagined and what remains uncertain.

A truthful person should remain willing to acknowledge these differences.

The pursuit of truth requires curiosity, evidence, patience and humility.

Sometimes honesty involves speaking confidently about what is known.

Sometimes it involves admitting that we do not yet know.

Chapter 318 – The Difference Between Truth and Belief Throughout existence, humanity has developed spiritual, philosophical and scientific explanations for the world.

These explanations arise through different methods.

Scientific conclusions develop through evidence and investigation.

Spiritual beliefs may develop through tradition, reflection, personal experience and faith.

Creative narratives explore possibilities through imagination.

Within ENKI, each can contribute towards human understanding when its nature is clearly recognised.

A spiritual belief may possess profound personal meaning without becoming an established scientific fact.

An ancient story may communicate wisdom without providing an accurate historical record.

An intuition may encourage investigation without establishing the conclusion.

Humanity should remain free to explore different beliefs whilst communicating honestly about the evidence supporting them.

Truthfulness does not diminish spirituality.

It protects spiritual exploration from becoming confused with certainty.

Chapter 319 – Kindness in the Speaking of Truth Truth can sometimes be uncomfortable.

It may reveal mistakes.

It may challenge beliefs.

It may require difficult conversations.

However, truth does not need to become an instrument of cruelty.

Within ENKI, the Third Commandment brings honesty and kindness together.

A teacher can explain a mistake without humiliating a child.

A friend can express concern without deliberately attacking another person's identity.

A professional can communicate difficult information whilst recognising its emotional consequences.

Kindness does not require concealing important facts.

It requires considering how those facts are communicated.

Humanity should seek to illuminate understanding rather than unnecessarily injure the person receiving it.

Chapter 320 – The Responsibility of Making Accusations Accusations can have considerable consequences.

They can influence relationships, reputations, employment and legal proceedings.

Genuine wrongdoing must be taken seriously.

Individuals experiencing harm deserve opportunities to raise concerns and receive appropriate protection.

However, allegations must also be examined fairly.

Within ENKI, humanity is encouraged to distinguish between suspicion, testimony, documented evidence and established findings.

Where important information remains incomplete, uncertainty should be acknowledged.

Concerns should be communicated through appropriate channels.

Those affected should receive fair consideration.

Truthfulness requires protecting the ability to report wrongdoing whilst also recognising the dangers of unsupported conclusions.

Justice becomes stronger when evidence guides its decisions.

Chapter 321 – The Destruction Caused by Dishonesty Dishonesty can influence circumstances far beyond the original act.

A false statement may damage a relationship.

An inaccurate record may influence an important decision.

A deliberately misleading promise may create financial or emotional harm.

Within ENKI, the betrayal of Jayzee by Judas demonstrates the spiritual consequences of placing personal ambition above honesty.

Dishonesty damages the bridges connecting humanity.

Once trust becomes damaged, even truthful statements may become difficult to believe.

Humanity should therefore recognise that honesty protects more than immediate circumstances.

It protects the foundations upon which future cooperation depends.

Where dishonesty has occurred, meaningful accountability and correction become important responsibilities.

Chapter 322 – The Courage to Admit a Mistake Humanity sometimes associates admitting a mistake with weakness.

Individuals may fear losing authority, respect or recognition.

Organisations may become concerned about their reputation.

Yet refusing to acknowledge mistakes can allow difficulties to become considerably greater.

Within ENKI, admitting a mistake represents an expression of moral courage.

It demonstrates willingness to place truth above pride.

It creates opportunities to correct inaccurate information.

It allows others to develop more reliable understanding.

A parent can apologise to a child.

A teacher can correct an explanation.

A leader can acknowledge a poor decision.

A spiritual teacher can recognise that an earlier interpretation was mistaken.

Authority should never require pretending to possess perfect knowledge.

Chapter 323 – The Responsibility of Promises Promises influence the expectations of others.

A child may depend upon a promise made by an adult.

A friend may organise their decisions around an agreement.

A community may rely upon commitments made by its leaders.

Within ENKI, promises should be made carefully.

Humanity should avoid guaranteeing outcomes beyond its control.

It should communicate when circumstances change.

It should recognise the consequences of repeatedly failing to fulfil commitments.

Sometimes a promise cannot reasonably be maintained.

When this happens, honesty and explanation become important.

Trust grows when individuals recognise the relationship between their words and their actions.

A compassionate promise is one made with genuine consideration of what can realistically be delivered.

Chapter 324 – Words as Instruments of Creation Through language, humanity creates understanding, expectations and emotional experiences.

A sentence can encourage a child to continue learning.

A sentence can reassure somebody experiencing fear.

A sentence can introduce a new possibility.

Words can also humiliate, intimidate and manipulate.

Within ENKI, language becomes an instrument through which humanity contributes towards the emotional environment of creation.

Before speaking, consider whether your words are truthful.

Consider whether they are necessary.

Consider whether they could be communicated more compassionately.

Consider whether they respect the dignity of those affected.

Silence is not always appropriate, particularly when somebody needs protection.

However, thoughtful communication can help humanity challenge wrongdoing without unnecessarily creating further harm.

Chapter 325 – The Third Commandment in Everyday Life Practising the Third Commandment may involve correcting information you previously shared.

It may involve explaining that you are uncertain.

It may involve acknowledging a mistake.

It may involve refusing to participate in gossip.

It may involve raising a genuine concern responsibly.

It may involve providing difficult feedback with compassion.

Humanity should recognise that truthfulness is not simply the absence of deliberate lies.

It also involves care concerning accuracy, context and the consequences of communication.

Truth provides the foundation.

Kindness determines how humanity builds upon it.

THE FOURTH COMMANDMENT OF LOVE

Forgive, Learn and Give People the Opportunity to Grow

Chapter 326 – Humanity Is Still Learning No individual enters existence possessing complete understanding.

Children develop gradually.

Adults continue encountering unfamiliar circumstances.

Civilisations discover knowledge that challenges previous explanations.

Humanity continually changes through experience.

Within ENKI, recognising this unfinished development becomes essential to moral understanding.

People can learn.

People can reconsider their beliefs.

People can develop healthier behaviour.

People can acknowledge responsibilities they previously misunderstood.

However, the possibility of growth does not guarantee that every individual will choose to change.

Humanity must remain compassionate whilst recognising actual behaviour.

The Fourth Commandment encourages opportunities for development without abandoning protection or accountability.

Chapter 327 – The Meaning of Forgiveness Forgiveness possesses different meanings within different spiritual and philosophical traditions.

Within ENKI, it represents the possibility of reducing the continuing emotional burden associated with wrongdoing.

It may involve releasing a desire for revenge.

It may involve recognising that another individual's behaviour does not need to determine our entire future.

It may involve developing peace independently of whether the other person acknowledges what happened.

Forgiveness does not mean forgetting.

It does not mean declaring harmful behaviour acceptable.

It does not mean withdrawing legitimate concerns.

It does not mean restoring an unsafe relationship.

Forgiveness remains a personal process.

It should never be demanded from somebody who has experienced harm.

Chapter 328 – Jayzee and the Forgiveness of Judas Within the narrative of ENKI, Judas betrayed Jayzee after allowing jealousy, resentment and personal ambition to influence his decisions.

Jayzee's response represents a spiritual exploration of compassion in the presence of wrongdoing.

His willingness to forgive did not transform betrayal into acceptable behaviour.

It demonstrated his refusal to allow hatred to become the foundation of his teachings.

Humanity should understand this distinction carefully.

Forgiveness does not require surrendering safety.

It does not require remaining within dangerous circumstances.

It does not require refusing appropriate protection.

Jayzee's teaching encourages humanity to pursue justice without becoming consumed by revenge.

The purpose of accountability should be to establish truth, protect life and reduce the possibility of further harm.

Chapter 329 – Learning Through Mistakes Mistakes can reveal gaps within our understanding.

A failed experiment may reveal that an explanation requires improvement.

A misunderstanding may reveal that communication needs to change.

An unsuccessful decision may reveal circumstances that were previously overlooked.

Within ENKI, Learning Brian encourages humanity to examine mistakes rather than simply conceal them.

What happened?

What contributed towards it?

What could have been understood differently?

What can be improved?

Where harm has occurred, who needs support?

These questions encourage responsibility.

Humanity should create environments in which individuals can acknowledge mistakes without unnecessary humiliation, whilst ensuring that serious wrongdoing receives appropriate attention.

Learning becomes meaningful when understanding produces better behaviour.

Chapter 330 – The Difference Between Punishment and Education Throughout history, humanity has frequently attempted to change behaviour through punishment.

Some consequences are necessary to protect individuals and maintain fair boundaries.

However, punishment alone does not always provide understanding.

A child may learn to fear being discovered without understanding why a behaviour is harmful.

An adult may comply temporarily without developing responsibility.

Within ENKI, education should accompany appropriate consequences wherever possible.

Explain the impact of behaviour.

Provide opportunities to develop alternative responses.

Recognise individual learning and communication needs.

Establish clear and proportionate boundaries.

The purpose of moral education is not simply to prevent behaviour through fear.

It is to help individuals understand why responsible behaviour matters.

Chapter 331 – Accountability as an Expression of Love Accountability encourages humanity to recognise the consequences of its actions.

Without accountability, harmful behaviour may continue.

Without compassion, accountability may become unnecessarily destructive.

Within ENKI, the Fourth Commandment brings these responsibilities together.

A person who has caused harm should have opportunities to understand what occurred.

They should be encouraged to acknowledge appropriate responsibility.

They should be expected to make meaningful changes.

Those affected by the harm should receive consideration, protection and appropriate support.

Accountability should not depend upon social position.

Parents, professionals, leaders and spiritual teachers remain responsible for their behaviour.

Love does not place anybody beyond examination.

Chapter 332 – The Opportunity for Rehabilitation Individuals who have behaved harmfully may sometimes develop greater understanding through education, therapeutic support and meaningful accountability.

Rehabilitation recognises that reducing future harm can benefit both individuals and society.

Within ENKI, humanity should consider opportunities for rehabilitation where appropriate.

However, rehabilitation must not come at the expense of public safety or the rights of those previously harmed.

Trust should develop through demonstrated behaviour rather than promises alone.

Some individuals may require continuing restrictions.

Others may demonstrate meaningful change over time.

The Fourth Commandment encourages humanity to recognise the possibility of development without becoming careless about protection.

Compassion and caution can exist together.

Chapter 333 – Breaking the Cycles of Generational Harm Humanity frequently inherits patterns of behaviour from previous generations.

A person raised through intimidation may initially understand intimidation as a normal form of authority.

A child repeatedly shamed may later struggle to recognise compassionate approaches to education.

A family may continue patterns that nobody has previously examined.

Within ENKI, breaking these cycles requires understanding and responsibility.

Recognise the behaviour.

Examine its consequences.

Discover healthier alternatives.

Seek support where necessary.

Choose not to continue harmful practices.

Understanding the origins of a behaviour does not excuse its continuation.

It creates opportunities to change it.

The Fourth Commandment encourages every generation to leave something better for the generation that follows.

Chapter 334 – Giving Children Room to Grow Children require opportunities to experiment, question and make manageable mistakes.

Without these opportunities, learning may become associated with fear.

Within ENKI, adults should recognise that children are developing individuals rather than unfinished versions of adult expectations.

A child learning mathematics may make mistakes.

A child developing communication may misunderstand instructions.

A child experiencing emotional overwhelm may need help recognising their needs.

Adults should provide guidance appropriate to the child's development.

They should encourage responsibility without demanding abilities the child has not yet acquired.

The Four Pillars provide opportunities to explore the thoughts, emotions, relationships and communication needs influencing learning.

Children flourish when mistakes become opportunities for understanding rather than permanent labels.

Chapter 335 – Knowing When to Let Go Humanity cannot change every individual.

It cannot restore every relationship.

It cannot guarantee that another person will acknowledge wrongdoing.

Sometimes continued attempts to obtain a particular response become exhausting.

Within ENKI, letting go may represent an acceptance of the limits of our influence.

It does not require abandoning our values.

It does not require forgetting meaningful experiences.

It does not require denying injustice.

It means recognising that our future wellbeing cannot always depend upon another person's decisions.

We can continue pursuing appropriate remedies whilst also developing other areas of our lives.

We can retain compassion whilst accepting separation.

The Fourth Commandment encourages growth, including the freedom to continue our own journey.

Chapter 336 – The Fourth Commandment in Everyday Life Practising the Fourth Commandment may involve apologising to somebody.

It may involve learning a more effective way of communicating.

It may involve supporting a child through a mistake.

It may involve seeking professional assistance.

It may involve recognising that an unhealthy pattern needs to change.

It may involve accepting that another person does not wish to reconcile.

Forgiveness, learning and growth are interconnected, but they do not always occur simultaneously.

Humanity should allow development to occur through understanding, responsibility and appropriate support.

THE FIFTH COMMANDMENT OF LOVE

Protect Life, Care for the World and Help Those in Need

Chapter 337 – The Sacred Responsibility of Life Within ENKI, life represents one of the greatest mysteries of creation.

Every living individual experiences existence through circumstances that may never be repeated identically.

Humanity possesses extraordinary abilities to influence the conditions through which life develops.

It can provide nourishment.

It can develop medicine.

It can establish safe environments.

It can protect vulnerable individuals.

It can also cause enormous destruction.

The Fifth Commandment therefore establishes protection as a fundamental moral responsibility.

Humanity should not measure the importance of life exclusively through usefulness, wealth or social influence.

Every human life possesses dignity.

The natural world possesses value beyond its immediate usefulness to civilisation.

Love becomes visible through the care humanity provides to existence.

Chapter 338 – Protecting Children and Vulnerable People Some individuals require greater assistance to protect their wellbeing.

Children depend upon adults.

Some disabled individuals require additional support.

People experiencing illness, poverty or dangerous circumstances may possess limited access to resources.

Within ENKI, humanity should recognise these needs without treating individuals as inferior.

Protection should remain guided by dignity, evidence and appropriate safeguards.

Individuals should participate in decisions affecting them wherever possible.

Concerns should be taken seriously and examined fairly.

Appropriate professionals and lawful processes can provide important protections.

The purpose of safeguarding is the wellbeing of the individual requiring support.

It should never become an instrument of personal ambition, retaliation or control.

Chapter 339 – Feeding the Hungry Hunger represents one of humanity's most fundamental difficulties.

Without adequate nourishment, physical development, concentration and emotional wellbeing may suffer.

Throughout his travels, Jayzee encouraged people to share what they could reasonably provide.

Within ENKI, feeding the hungry becomes a practical expression of divine love.

A community may establish a food bank.

A business may donate suitable surplus food.

A family may support somebody experiencing hardship.

Governments may develop systems that reduce food insecurity.

Humanity should also consider the circumstances contributing towards hunger.

Providing immediate assistance matters.

Developing sustainable opportunities matters equally.

Love should respond to suffering whilst also examining how unnecessary suffering can be prevented.

Chapter 340 – Providing Shelter and Security Shelter provides protection from environmental conditions and contributes towards privacy, stability and wellbeing.

Without secure accommodation, individuals may struggle to maintain employment, education, healthcare and relationships.

Within ENKI, housing should be recognised as more than a financial asset.

It provides the environment within which people develop their lives.

A responsible property owner should recognise the dignity and safety of those occupying their properties.

Communities should consider the needs of people experiencing homelessness.

Governments should examine how housing policies influence different generations.

Providing secure shelter can contribute towards the stability of the entire human circle.

A home should represent more than walls and possessions.

It should provide opportunities for safety, belonging and rest.

Chapter 341 – Caring for the Sick Illness reminds humanity of its physical vulnerability.

Every individual may encounter circumstances in which independent functioning becomes difficult.

Within ENKI, caring for the sick represents an important expression of compassion.

Healthcare should recognise the dignity of individuals regardless of their circumstances.

Patients should receive accessible information and appropriate opportunities to participate in decisions.

Professionals should remain accountable to ethical standards.

Communities should recognise the needs of carers as well as those receiving care.

Spiritual reflection may provide comfort during illness.

However, spiritual belief should not become a reason to reject necessary medical assistance.

Protecting life includes using reliable knowledge to prevent suffering and support recovery.

Chapter 342 – The Protection of Animals Animals belong within the great circle of creation.

They possess biological needs and, in many species, complex social and emotional capacities.

Humanity influences their environments through agriculture, development, trade and companionship.

Within ENKI, this influence creates responsibilities.

Animals should receive appropriate care.

Unnecessary suffering should be prevented.

Natural habitats should be protected.

Children should learn to interact with animals gently and safely.

Humanity should recognise that possessing greater technological abilities does not remove its responsibility towards other living creatures.

Strength becomes meaningful when used to protect rather than exploit vulnerability.

Chapter 343 – Protecting the Waters of Creation Water sustains life throughout the natural world.

It supports agriculture, ecosystems, sanitation and human health.

Within ENKI, water also represents the spiritual foundation of creation and the emotional Waves experienced by humanity.

The protection of water therefore carries both practical and symbolic significance.

Rivers should not become places for irresponsible disposal.

Oceans should not become repositories for unnecessary pollution.

Communities should have access to safe drinking water.

Industries should consider the consequences of their activities.

Humanity cannot protect its own existence whilst continually damaging the systems upon which it depends.

Caring for the waters becomes an expression of gratitude towards creation.

Chapter 344 – Protecting the Lands and Forests Forests provide habitats, influence climate and contribute towards natural cycles.

Soils support agriculture and countless organisms.

Land provides the foundation upon which human communities develop.

Within ENKI, humanity should recognise that ownership does not remove environmental responsibility.

Land can provide resources whilst remaining protected.

Agriculture can support communities whilst considering long-term soil health.

Development can provide housing whilst recognising ecological consequences.

Humanity should continually examine how its decisions influence future generations.

The natural world should not be treated as an unlimited collection of resources available for immediate consumption.

Creation is an inheritance that must be cared for before it is passed onwards.

Chapter 345 – Knowledge in the Service of Life Humanity has developed extraordinary scientific and technological abilities.

It can investigate disease.

It can improve communication.

It can develop agricultural methods.

It can create educational resources.

It can design systems that support individuals with disabilities.

Within ENKI, knowledge becomes particularly meaningful when used to protect and improve life.

Research should be conducted responsibly.

Discoveries should be examined honestly.

Technological development should consider its wider consequences.

Education should create opportunities for participation.

Humanity should recognise that progress cannot be measured exclusively through the complexity of its inventions.

It must also consider whether those inventions contribute towards a healthier, safer and more compassionate existence.

Chapter 346 – The Responsibility of Wealth Wealth provides opportunities to influence the circumstances of others.

It can support businesses, education, housing, healthcare and environmental protection.

Within ENKI, wealth should not automatically be condemned.

However, its accumulation should remain accompanied by moral responsibility.

A business should consider the wellbeing of its employees.

An investor should consider the consequences of the activities they support.

A wealthy individual can contribute towards opportunities unavailable to others.

Charitable assistance should respect the dignity of those receiving it.

Humanity should recognise that financial resources become particularly meaningful when they contribute towards lasting improvements.

The greatest value of wealth may be found in what it enables humanity to create.

Chapter 347 – Business Guided by Love Businesses provide goods, services, employment and opportunities for development.

They form important circles within modern civilisation.

Within ENKI, business should operate through honesty, fairness and responsibility.

Customers should receive accurate information.

Employees should receive appropriate treatment.

Products should meet relevant safety requirements.

Financial commitments should be honoured.

Environmental consequences should be considered.

Profit can provide the resources necessary for businesses to continue operating and developing.

However, profit should not become the sole measure of success.

A successful business can create financial stability whilst also contributing towards the wellbeing of its employees, customers and wider community.

Chapter 348 – Government Guided by Love Governments possess considerable influence over the circumstances experienced by humanity.

Their decisions affect education, healthcare, housing, employment, justice and environmental protection.

Within ENKI, political authority should represent public responsibility rather than personal superiority.

Leaders should remain accountable.

Public resources should be managed responsibly.

Decisions should be informed by reliable evidence.

Individuals should have opportunities to participate in public life.

Vulnerable communities should receive appropriate consideration.

Different political approaches may offer different solutions to these responsibilities.

Humanity should examine those approaches through evidence, open discussion and consideration of their consequences.

The purpose of government should include protecting rights and establishing conditions through which people can flourish.

Chapter 349 – Justice as the Protection of Life Justice provides systems through which humanity can respond to wrongdoing and resolve disputes.

Within ENKI, justice should protect individuals without abandoning fairness.

Those experiencing harm deserve appropriate support.

Those facing allegations deserve fair procedures.

Evidence should be examined carefully.

Decisions should remain open to appropriate review.

Consequences should be proportionate.

Where possible, systems should reduce the likelihood of further harm.

Justice should never become dependent upon personal popularity, wealth or authority.

The Fifth Commandment encourages humanity to create institutions that protect life, dignity and freedom whilst remaining accountable for their own conduct.

Chapter 350 – The Responsibility of Future Generations Humanity does not possess the future exclusively for itself.

Children will inherit the consequences of decisions made before they were capable of participating.

They will inherit the natural environment.

They will inherit educational systems.

They will inherit technologies.

They will inherit social institutions.

They will inherit the knowledge and mistakes of previous generations.

Within ENKI, every generation possesses a responsibility towards those yet to come.

Protect what sustains life.

Preserve valuable knowledge.

Correct harmful practices.

Develop more accessible education.

Create opportunities rather than unnecessary obstacles.

The greatest inheritance humanity can provide is a world in which future generations possess the freedom and resources necessary to flourish.

Chapter 351 – The Fifth Commandment in Everyday Life Protecting creation does not always require extraordinary wealth or authority.

It may involve reducing unnecessary waste.

It may involve caring responsibly for an animal.

It may involve supporting somebody experiencing loneliness.

It may involve volunteering within a community.

It may involve sharing knowledge.

It may involve reporting a genuine safety concern through appropriate channels.

It may involve helping a child discover confidence in their abilities.

Every individual possesses different opportunities and limitations.

Humanity should contribute according to its circumstances without unnecessarily neglecting its own wellbeing.

Small acts of responsibility can become part of much greater circles of change.

THE FIVE COMMANDMENTS UNITED

Chapter 352 – The Five Commandments and the Four Pillars Within ENKI, the Five Commandments provide moral direction, whilst the Four Pillars provide a framework through which humanity can develop understanding.

Brian's – Understanding Ourselves Recognise thoughts, beliefs, imagination, curiosity and individual differences. Use knowledge responsibly and remain willing to learn.

Waves – Understanding Our Feelings Recognise emotional experiences and develop healthier responses. Allow compassion rather than fear, jealousy or anger to guide behaviour.

Circles – Understanding Our Connections Recognise relationships, belonging, boundaries, security and shared responsibilities. Protect the circles through which humanity develops.

Bridges – Understanding One Another Develop communication, accessibility, empathy and cooperation. Create pathways through which knowledge and compassion can travel.

The Four Pillars help humanity understand its experiences.

The Five Commandments help humanity consider how it should respond to those experiences.

Together, they establish the philosophical foundations of ENKI and the Tom Tom Universe.

Chapter 353 – Love Without Fear Throughout religious history, moral teachings have sometimes been communicated through fear of punishment.

Within ENKI, humanity is encouraged to develop moral understanding through compassion and responsibility.

A person should not avoid cruelty exclusively because they fear punishment.

They should recognise that cruelty causes suffering.

A person should not speak truthfully exclusively because they fear being discovered.

They should recognise that honesty protects trust.

A person should not help others exclusively because they expect a spiritual reward.

They should recognise that another person's wellbeing matters.

The Five Commandments encourage humanity to develop an understanding of why love is important.

Morality becomes more meaningful when individuals choose compassion because they understand its value.

Chapter 354 – Love Without Religious Division The Five Commandments of Love can be explored by individuals from different spiritual and philosophical traditions.

A Christian may recognise connections with the teachings of Jesus.

A Muslim may recognise principles of compassion, charity and responsibility.

A Jewish individual may recognise commitments to justice and ethical behaviour.

A Buddhist may recognise the importance of reducing suffering.

A Hindu may recognise responsibilities towards others and living creation.

A Sikh may recognise the importance of service and equality.

A non-religious individual may recognise principles of human dignity and ethical responsibility.

These connections do not mean that all religions possess identical teachings.

They demonstrate that people can share particular moral commitments whilst retaining different beliefs.

Within ENKI, love should provide opportunities for cooperation rather than become another reason for division.

Chapter 355 – Teaching the Commandments to Children Children should encounter the Five Commandments through experiences appropriate to their development.

The First Commandment teaches them that they matter.

The Second teaches them that other people matter too.

The Third teaches them to communicate honestly and kindly.

The Fourth teaches them that mistakes provide opportunities to learn.

The Fifth teaches them to care for living things and help others.

These teachings should be demonstrated through adult behaviour.

A child learns kindness through experiencing kindness.

A child learns honesty through observing honesty.

A child learns accountability when adults acknowledge their own mistakes.

A child learns respect when their own dignity is recognised.

The Five Commandments should never become another instrument through which children are frightened into obedience.

They should become foundations through which children develop understanding.

Chapter 356 – Living the Commandments as Adults Adulthood provides opportunities to apply the Five Commandments within increasingly complex circumstances.

Relationships require communication and boundaries.

Employment requires honesty and responsibility.

Parenthood requires protection and understanding.

Leadership requires accountability.

Citizenship requires consideration of wider communities.

Spiritual development requires humility.

Within ENKI, adults should recognise that moral understanding continues developing throughout existence.

There will be occasions when different responsibilities appear to conflict.

Protecting somebody may require establishing a difficult boundary.

Speaking truthfully may require an uncomfortable conversation.

Caring for others may require recognising the limits of our resources.

Wisdom involves considering these responsibilities carefully rather than expecting every decision to possess a simple answer.

Chapter 357 – When the Commandments Become Difficult Love is easy to discuss when circumstances are peaceful.

Its practical meaning becomes clearer when humanity encounters difficulty.

When we experience anger, can we remain responsible?

When we experience jealousy, can we respect another person's freedom?

When we discover a mistake, can we acknowledge it?

When we possess authority, can we remain accountable?

When we experience suffering, can we seek appropriate support without allowing hatred to determine our entire future?

Within ENKI, the Five Commandments do not demand perfection.

They provide direction.

Humanity may sometimes struggle to follow them.

The responsibility is to recognise those difficulties, learn from them and continue developing understanding.

A moral journey is not measured by the absence of every mistake.

It is measured partly by what we choose to do after recognising one.

Chapter 358 – The Five Commandments as a Foundation for Civilisation Imagine a civilisation in which education encourages understanding rather than unnecessary humiliation.

Imagine businesses that recognise responsibility alongside profit.

Imagine communities that protect vulnerable individuals.

Imagine justice systems that remain accountable and fair.

Imagine families in which children experience security and respect.

Imagine religious communities that cooperate without demanding identical beliefs.

Imagine technologies developed with consideration for human wellbeing.

Within ENKI, these possibilities represent the wider aspirations of the Five Commandments.

They cannot be achieved through spiritual declarations alone.

They require practical policies, reliable evidence, education, cooperation and continuing evaluation.

Humanity must transform its moral aspirations into meaningful actions.

Love becomes the direction.

Understanding becomes the foundation.

Responsibility becomes the work.

Chapter 359 – The Covenant of Love Within ENKI, the Covenant of Love represents a voluntary commitment to living according to the Five Commandments.

It does not require membership of a particular institution.

It does not require surrendering personal freedom.

It does not require accepting every spiritual interpretation contained within ENKI.

It represents a commitment to recognising dignity, seeking truth, encouraging growth and protecting life.

Those who embrace this covenant should remain willing to question their understanding.

They should remain accountable for their behaviour.

They should respect those who choose different spiritual paths.

They should recognise that no individual possesses exclusive ownership of compassion.

The Covenant of Love belongs to those who choose to practise it.

Chapter 360 – The Greatest Law of Creation Throughout ENKI, humanity has explored the mysteries of the heavens, the waters of creation, the journey of consciousness and the spiritual possibility of the continuing soul.

It has explored the teachings of Jayzee, the guidance of John and the consequences of jealousy and betrayal.

It has discovered the Four Pillars through which human understanding can develop.

Yet beneath these teachings exists one continuing principle.

Love.

Not love as ownership.

Not love as unquestioning obedience.

Not love as the abandonment of responsibility.

But love as the recognition that existence deserves care.

Love encourages humanity to understand itself.

Love encourages humanity to recognise others.

Love encourages honesty.

Love encourages learning.

Love encourages the protection of creation.

Within ENKI, the greatest law is not established through fear of divine punishment.

It is expressed through the voluntary decision to contribute towards a more compassionate existence.

THE FIVE COMMANDMENTS OF LOVE

I. Love Yourself and Recognise Your Worth Care for your mind, your body and your soul.

Understand your Brian's, recognise your emotional Waves and respect your individual needs. Allow yourself the freedom to question, learn, heal and grow.

II. Love Others as You Would Wish to Be Loved Recognise the dignity of every individual. Treat others with compassion, respect their freedom and honour their boundaries. Build Circles of trust, understanding and belonging without attempting to possess another person's existence.

III. Speak Truthfully and Act With Kindness Seek knowledge with curiosity and humility.

Distinguish evidence from belief, acknowledge uncertainty and communicate honestly. Allow kindness to guide your words and responsibility to guide your actions.

IV. Forgive, Learn and Give People the Opportunity to Grow Recognise that humanity is continually developing.

Learn from mistakes, accept accountability and encourage meaningful change. Allow forgiveness to remain freely chosen, without abandoning justice, protection or healthy boundaries.

V. Protect Life, Care for the World and Help Those in Need Protect children, vulnerable people, animals and the natural world. Share knowledge and resources responsibly. Use your abilities to reduce suffering, create opportunities and leave a better world for future generations.

The Central Teaching of Book XV Do not love yourself because you believe you are greater than another.

Love yourself because you belong within creation.

Do not love another because you wish to possess them.

Love them because their existence possesses dignity.

Do not speak the truth merely because you wish to defeat somebody.

Speak truthfully because understanding requires honesty.

Do not practise kindness because you expect recognition.

Practise kindness because suffering matters.

Do not forgive because somebody demands it.

Forgive, when you choose, because your future deserves freedom from the burdens of yesterday.

Do not protect creation because you believe it belongs exclusively to you.

Protect creation because you belong within it.

Let your knowledge become understanding.

Let your understanding become wisdom.

Let your wisdom become responsibility.

Let your responsibility become action.

And let your actions become expressions of love.

For the greatness of humanity shall not be measured solely by the monuments it constructs, the wealth it accumulates or the mysteries it discovers.

It shall also be measured by the children it protects, the suffering it reduces, the freedom it respects and the world it leaves behind.

These are the Five Commandments of Love.

Five principles.

Four Pillars.

Countless individual journeys.

One great circle of creation.

Next: BOOK XVI – THE KINGDOM OF LOVE:

EDUCATION, JUSTICE, WEALTH AND THE FUTURE OF CIVILISATION A comprehensive exploration of how humanity could apply the teachings of ENKI to build a more compassionate society, including educational reform, healthcare, housing, ethical business, responsible government, fair justice, environmental protection, spiritual freedom and the responsibilities of future generations.

ENKI

BOOK XVI – THE KINGDOM OF LOVE:

EDUCATION, JUSTICE, WEALTH AND THE FUTURE OF CIVILISATION Transforming spiritual understanding into a civilisation built upon knowledge, compassion, freedom and responsibility.

By Counsellor Tomass J. Wood Throughout ENKI, humanity has explored the mysteries of creation, the journey of the soul, the teachings of Jayzee, the Four Pillars and the Five Commandments of Love.

Yet spiritual understanding achieves its greatest practical significance when it influences the conditions through which people live.

The Kingdom of Love represents the aspiration of a civilisation in which humanity uses its knowledge, resources and abilities to protect life, reduce suffering and create opportunities for every individual.

It is not a kingdom established through conquest, religious obedience or the authority of one individual. It is a vision of society developed through cooperation, education, evidence, democratic participation and shared responsibility.

PART ONE – THE FOUNDATIONS OF A NEW CIVILISATION

Chapter 361 – The Kingdom Jayzee Spoke Of Within the spiritual narrative of ENKI, Jayzee spoke of a kingdom that could not be measured through the size of its territory or the wealth of its rulers.

It was not a kingdom surrounded by armies.

It was not a kingdom in which individuals were required to surrender their freedom.

It was a kingdom that began within the hearts and minds of humanity.

Every time somebody shared food with a hungry person, part of that kingdom developed.

Every time somebody protected a frightened child, part of that kingdom developed.

Every time somebody chose understanding instead of cruelty, part of that kingdom developed.

Jayzee recognised that humanity frequently searched for extraordinary spiritual experiences whilst overlooking the opportunities for compassion surrounding it.

People prayed for a better world whilst sometimes refusing to contribute towards its creation.

Within ENKI, the Kingdom of Love begins when humanity recognises that its everyday decisions influence the world it wishes to inhabit.

The kingdom is not something humanity must wait to receive.

It is something humanity can gradually help to build.

Chapter 362 – The Measure of a Civilisation Throughout history, civilisations have frequently measured their greatness through military strength, territorial expansion, architectural achievements and accumulated wealth.

Kings constructed enormous monuments.

Empires expanded their boundaries.

Governments celebrated economic growth.

Yet beneath these achievements, many individuals continued experiencing hunger, illness, exploitation and exclusion.

Within ENKI, the greatness of a civilisation should also be measured through the experiences of its inhabitants.

Can its children access meaningful education?

Can its sick receive appropriate care?

Can its elderly live with dignity?

Can its disabled citizens participate in society?

Can individuals raise concerns without unnecessary fear?

Can people obtain nourishment and suitable shelter?

Can those experiencing injustice access fair procedures?

A civilisation may possess extraordinary technology whilst remaining morally underdeveloped.

Its greatest achievement should be its ability to use knowledge and resources to improve the conditions of existence.

Chapter 363 – Humanity Before Hierarchy Humanity has established numerous systems of authority.

Governments organise nations.

Businesses organise employment.

Schools organise education.

Healthcare institutions organise treatment.

Religious organisations provide spiritual guidance.

These structures can serve important purposes.

However, authority should not be confused with superior human worth.

Within ENKI, a leader possesses greater responsibility rather than greater spiritual value.

The individual cleaning a hospital contributes towards the wellbeing of patients.

The individual collecting waste contributes towards public health.

The individual growing food contributes towards the nourishment of communities.

The individual teaching children contributes towards the future of civilisation.

Every meaningful contribution deserves recognition.

Humanity should not establish systems in which those performing essential responsibilities become invisible whilst those possessing authority receive all recognition.

A healthy civilisation understands the importance of every part of its great circle.

Chapter 364 – Freedom and Responsibility Freedom provides humanity with opportunities to explore, learn, communicate and develop individual identities.

However, freedom exists alongside the responsibility to recognise the rights of others.

The freedom to speak does not remove responsibility for deliberate dishonesty.

The freedom to establish a business does not remove responsibility towards employees and customers.

The freedom to practise religion does not provide permission to impose religious beliefs upon others.

The freedom to establish relationships does not remove the requirement for consent.

Within ENKI, freedom and responsibility form two interconnected foundations of civilisation.

Without freedom, individuals may become subject to unnecessary control.

Without responsibility, freedom may become an excuse for exploitation.

A compassionate society must continually examine the relationship between these principles.

Its laws should protect individual liberty whilst establishing proportionate safeguards against harm.

Chapter 365 – The Four Pillars of Civilisation The Tom Tom Four Pillars can be applied beyond individual emotional and educational development.

They can also provide a philosophical framework for considering the development of society.

Brian's – An Educated Civilisation A society should encourage curiosity, scientific investigation, creativity, critical thinking and understanding of neurological diversity.

Waves – An Emotionally Aware Civilisation A society should recognise emotional wellbeing, trauma, mental health and the importance of compassionate responses to human difficulties.

Circles – A Connected Civilisation A society should establish secure communities, healthy relationships, reliable institutions and environments that encourage belonging.

Bridges – An Accessible Civilisation A society should develop accessible communication, education, healthcare, transport and opportunities for participation.

Together, these principles provide a vision through which civilisation can examine its strengths, limitations and opportunities for improvement.

PART TWO – THE EDUCATION OF HUMANITY

Chapter 366 – Education as a Fundamental Responsibility Education provides humanity with the ability to preserve knowledge, develop understanding and prepare future generations for the responsibilities of existence.

Without education, individuals may struggle to recognise their opportunities, understand their rights or participate independently within society.

Within ENKI, education should not be regarded exclusively as preparation for employment.

It should prepare individuals for life.

Children should learn how their minds work.

They should understand their emotional experiences.

They should develop communication abilities.

They should learn about relationships, boundaries and responsibility.

They should explore mathematics, language, science, history, creativity and the natural world.

Education should encourage humanity to understand both itself and its surroundings.

A child who leaves education possessing qualifications but believing they are worthless has not received everything education should provide.

Chapter 367 – The School of Understanding Within the Kingdom of Love, schools would become environments in which children are encouraged to develop their individual abilities.

Teachers would recognise that learners possess different experiences and support needs.

A child struggling to concentrate might require a different learning environment.

A child experiencing sensory overwhelm might require appropriate adjustments.

A child struggling with spoken instructions might benefit from written or visual explanations.

A child experiencing emotional distress might need reassurance before being able to engage effectively with learning.

The purpose of education would remain the development of meaningful knowledge and skills.

However, the pathways towards that knowledge would become more accessible.

Children would not be expected to abandon their individuality to deserve educational opportunities.

The school would become a bridge between the abilities of the child and the knowledge humanity wishes to share.

Chapter 368 – The Four Pillars Educational System Within the Tom Tom Universe, the Four Pillars provide a proposed framework for supporting educational and emotional development.

Through Brian's, children explore thoughts, curiosity, imagination and different ways of learning.

Through Waves, children develop language for understanding their feelings and emotional responses.

Through Circles, children explore relationships, routines, belonging and security.

Through Bridges, children develop communication, cooperation and accessible pathways towards knowledge.

These principles can be incorporated into stories, practical activities, classroom discussions and individual learning resources.

They can encourage adults to consider the experiences beneath behaviour rather than responding exclusively to its outward appearance.

However, educational approaches should remain open to independent evaluation.

Schools should examine whether particular resources improve participation, learning and wellbeing.

The Four Pillars should develop through evidence, feedback and continuing research.

An educational system dedicated to curiosity must remain willing to examine its own effectiveness.

Chapter 369 – Teaching Children How to Think Throughout history, education has sometimes concentrated upon remembering established answers.

Memory remains important, but humanity also requires the ability to examine information.

Children should learn how to ask meaningful questions.

They should learn how evidence is gathered.

They should understand the difference between observation and interpretation.

They should recognise that information can be incomplete or inaccurate.

They should learn how to examine different explanations.

Within ENKI, Questioning Brian and Learning Brian become important companions throughout education.

Children should not be taught to reject established knowledge simply because they encounter an alternative explanation.

Neither should they be discouraged from asking sincere questions.

They should be taught how to investigate responsibly.

The purpose of education is not to determine every belief a child will possess throughout adulthood.

It is to provide the knowledge and reasoning abilities through which they can develop their own understanding.

Chapter 370 – Education and Spiritual Freedom Humanity possesses numerous religious traditions and philosophical perspectives.

Children may encounter these beliefs through their families, communities and educational environments.

Within ENKI, spiritual education should provide opportunities to explore different understandings of existence.

Children can learn about ancient creation narratives.

They can explore the teachings of Jesus, the traditions of Judaism, Islam, Hinduism, Buddhism, Sikhism and other spiritual paths.

They can also learn about humanism, philosophy and non-religious perspectives.

However, spiritual narratives should remain distinguishable from established scientific and historical knowledge.

The original cosmology of ENKI can be explored as spiritual mythology, whilst astronomy and geography should be taught through reliable evidence.

Children deserve the freedom to develop their own beliefs as their understanding grows.

Education should open the doors of curiosity rather than determine which doors a child must never enter.

Chapter 371 – The Importance of Practical Learning Humanity requires more than theoretical understanding.

Individuals need practical abilities through which they can participate in everyday existence.

Children should receive opportunities to learn about preparing food, managing money, maintaining hygiene, understanding household responsibilities and communicating their needs.

They should explore how businesses operate.

They should understand employment, contracts and basic legal responsibilities.

They should learn how to recognise unsafe circumstances and seek appropriate assistance.

Within the Tom Tom Universe, practical learning can connect mathematical and linguistic understanding with familiar experiences.

A shopping activity can introduce budgeting.

Preparing a meal can introduce measurement.

Building an object can introduce geometry.

Writing a letter can introduce communication and literacy.

Knowledge becomes more meaningful when learners understand how it connects with their lives.

Chapter 372 – Alternative Pathways Through Education Not every learner flourishes through conventional academic pathways.

Some develop understanding most effectively through practical experience.

Some possess abilities that are not fully represented through written examinations.

Some require additional time or different forms of assessment.

Within ENKI, education should recognise the value of vocational learning, apprenticeships, Functional Skills qualifications and practical craftsmanship alongside academic study.

A learner who struggles with one qualification should not automatically lose access to future opportunities.

Educational pathways should provide routes through which individuals can continue developing.

A society needs engineers, musicians, healthcare workers, craftspeople, researchers, teachers and countless other contributors.

Humanity should not establish one narrow definition of intelligence and then exclude everybody whose abilities appear differently.

Different minds require different bridges towards achievement.

Chapter 373 – Education Without Humiliation Humiliation can influence a learner's confidence long after the original experience has ended.

A child repeatedly described as lazy may begin believing that effort is pointless.

A learner continually compared with others may become frightened of making mistakes.

A child punished for difficulties associated with disability may begin associating education with distress.

Within ENKI, educational environments should distinguish between deliberate harmful behaviour, misunderstanding and unmet support needs.

Appropriate boundaries remain necessary.

However, those boundaries should be communicated through dignity and understanding.

Teachers should possess access to training and support that helps them respond effectively to different learners.

The purpose of education should be development rather than humiliation.

A child should leave a learning experience knowing more than they knew before, not believing they are worth less than they were before.

Chapter 374 – The Education of Adults Learning does not end when childhood ends.

Adults encounter new responsibilities, technologies, relationships and circumstances throughout existence.

Some discover abilities that were overlooked during their childhood.

Some return to education after experiencing difficulties within conventional systems.

Some require opportunities to retrain following changes in employment or health.

Within ENKI, lifelong learning should become an important part of civilisation.

Libraries, community centres, colleges and accessible online resources can provide opportunities for continuing development.

Adults should be able to improve literacy, mathematics, digital abilities and practical knowledge without unnecessary shame.

Education should not become something available only to those who succeeded during childhood.

Every stage of existence provides opportunities for understanding.

PART THREE – HEALTHCARE AND THE PROTECTION OF LIFE

Chapter 375 – Healthcare as an Expression of Love Illness reminds humanity that physical existence possesses limitations.

Every individual may experience circumstances in which their body requires assistance.

Within ENKI, healthcare represents a collective commitment to protecting life and reducing suffering.

The availability of appropriate treatment should not depend solely upon an individual's wealth or social position.

Medical knowledge should be used responsibly.

Patients should receive understandable information.

Healthcare professionals should possess appropriate training, resources and support.

Decisions should consider clinical evidence, individual circumstances and informed consent.

A compassionate healthcare system recognises that every patient is more than a collection of symptoms.

They possess thoughts, relationships, fears, responsibilities and aspirations.

Treating illness should remain accompanied by recognition of the individual experiencing it.

Chapter 376 – The Importance of Mental Healthcare Humanity has frequently treated physical and mental health as though they belong to entirely separate worlds.

Yet emotional experiences can influence physical wellbeing, and physical circumstances can influence emotional functioning.

Within ENKI, mental healthcare should receive meaningful recognition.

Individuals experiencing anxiety, depression, trauma or other mental health difficulties deserve appropriate support.

Children experiencing emotional difficulties should receive assistance appropriate to their development.

Adults should be able to seek help without unnecessary shame.

Neurodivergent individuals should receive care that recognises their communication and sensory needs.

Spiritual reflection may provide comfort, but it should not replace necessary medical or psychological treatment.

The protection of life includes protecting the conditions through which the mind can flourish.

Chapter 377 – Preventing Illness Before It Develops Healthcare frequently concentrates upon responding to difficulties after they have become established.

However, prevention can reduce suffering and improve the conditions of existence.

Access to clean water, nutritious food, suitable housing and sanitation contributes towards public health.

Vaccination, screening and appropriate medical guidance can prevent or identify particular illnesses.

Accessible environments can reduce unnecessary physical and emotional strain.

Education can help individuals understand their health needs.

Within ENKI, prevention represents an expression of wisdom.

Humanity should not continually wait for suffering to become severe before considering how it might be reduced.

Protecting life involves creating environments that support wellbeing as well as providing treatment when difficulties occur.

Chapter 378 – The Dignity of Disability Disability can influence how individuals interact with their environments.

Some people require physical assistance.

Some require communication support.

Some experience chronic illness, pain or fatigue.

Some require substantial care throughout their lives.

Within ENKI, disability does not diminish human worth.

A person's dignity does not depend upon their ability to live independently or participate in employment.

Society should recognise the difference between difficulties arising from an individual's condition and difficulties created by inaccessible environments.

Appropriate healthcare, assistive technology, financial support and reasonable adjustments can improve opportunities for participation.

A compassionate civilisation does not merely celebrate individuals who overcome barriers.

It examines why unnecessary barriers exist.

Chapter 379 – Supporting Those Who Provide Care Carers contribute enormously towards the wellbeing of humanity.

Parents care for children.

Families support relatives experiencing illness.

Professionals provide medical and social care.

Friends may offer companionship and practical assistance.

Yet caring responsibilities can become physically and emotionally demanding.

Within ENKI, those providing care should also receive consideration.

They may require rest, financial assistance, training or opportunities to maintain their own relationships and interests.

The First Commandment of Love applies to carers as much as those receiving care.

A society should not depend upon the exhaustion of compassionate individuals to maintain essential support.

Caring for the carers strengthens the entire circle.

Chapter 380 – Ageing With Dignity Ageing forms part of the natural development of physical existence.

As individuals grow older, their abilities, needs and circumstances may change.

Some remain independent throughout much of their later life.

Others require increasing assistance.

Within ENKI, elderly individuals should not become invisible because their participation in employment has ended.

They possess memories, experiences and relationships that remain meaningful.

They deserve appropriate healthcare, companionship, suitable accommodation and opportunities to participate in society.

Humanity should create bridges between generations rather than separating people according to their age.

A civilisation reveals its understanding of love through the dignity it provides to those approaching the later chapters of their earthly journey.

PART FOUR – HOUSING, FOOD AND THE FOUNDATIONS OF SECURITY

Chapter 381 – A Home Within Creation A home provides more than physical shelter.

It can provide familiarity, privacy, emotional security and opportunities for relationships to develop.

For children, a stable home can contribute towards educational participation and emotional wellbeing.

For adults, suitable housing can support employment, healthcare and independence.

Within ENKI, housing should be recognised as an essential foundation of civilisation.

The construction, ownership and management of housing can involve legitimate commercial activity.

However, the wellbeing of occupants should remain central.

Homes should meet appropriate safety standards.

Maintenance should be undertaken responsibly.

Housing arrangements should recognise the dignity and rights of those living within them.

A home should never become an instrument through which vulnerability is deliberately exploited.

Chapter 382 – Responsible Ownership of Land and Property Ownership provides individuals and organisations with particular rights and responsibilities.

Landowners can contribute towards agriculture, housing, conservation and economic development.

Property owners can provide accommodation and maintain environments in which communities flourish.

Within ENKI, ownership should remain accompanied by stewardship.

The owner of a building should recognise the needs of those occupying it.

The owner of agricultural land should consider the long-term health of the soil.

The owner of woodland should recognise its ecological significance.

The accumulation of property should not remove responsibility towards society.

Different housing and ownership models can contribute towards these objectives, including private ownership, cooperatives, housing associations and public provision.

Their effectiveness should be examined through affordability, safety, sustainability and the experiences of residents.

Chapter 383 – Ending Unnecessary Hunger Humanity possesses extensive agricultural knowledge and sophisticated systems for distributing food.

Yet hunger and food insecurity continue affecting individuals and communities.

Within ENKI, the existence of preventable hunger should encourage collective responsibility.

Food production should be supported.

Distribution systems should operate efficiently.

Unnecessary waste should be reduced.

People experiencing financial hardship should have access to appropriate assistance.

Children should receive the nourishment necessary to support their development.

Businesses, communities and governments can each contribute towards these responsibilities.

The sharing of bread, taught by Jayzee, becomes more than an individual act of kindness.

It becomes a principle through which humanity examines the systems responsible for providing nourishment.

Chapter 384 – The Community Garden Imagine a piece of land within a community that becomes available for shared cultivation.

Children learn how seeds develop.

Adults share practical knowledge.

Older generations teach traditional growing methods.

Individuals experiencing loneliness discover companionship.

Families gain opportunities to access fresh produce.

Within ENKI, the community garden represents the Four Pillars working together.

Brian's encourages curiosity concerning the natural world.

Waves provides opportunities for emotional reflection and calming activities.

Circles creates belonging and shared responsibility.

Bridges allows knowledge to travel between generations.

Not every community garden will achieve these outcomes automatically.

Its accessibility, organisation and resources require consideration.

Yet it represents a practical example of how the teachings of ENKI might become visible through ordinary community activity.

Chapter 385 – Water, Sanitation and Human Dignity Access to safe water and sanitation contributes towards the protection of life.

Throughout history, improvements in sanitation have helped reduce the transmission of numerous diseases.

Jayzee encouraged people to wash, maintain cleanliness and recognise the importance of caring for their bodies.

Within ENKI, these teachings extend towards the responsibilities of modern civilisation.

Communities require reliable water infrastructure.

Waste should be managed responsibly.

Water sources should be protected from contamination.

Public facilities should remain accessible.

Individuals should receive practical education concerning hygiene without being humiliated because of their circumstances.

The waters of creation possess spiritual significance within ENKI.

Their protection in the physical world represents an equally important practical responsibility.

PART FIVE – WEALTH, BUSINESS AND THE ECONOMY OF LOVE

Chapter 386 – Understanding the Purpose of Money Money provides humanity with a means of exchanging goods, services and resources.

It allows individuals to organise economic activity beyond direct exchanges.

It can support savings, investment and the development of businesses.

However, money itself does not provide a complete measure of human achievement.

Within ENKI, money should be understood as a tool.

It can provide shelter.

It can support education.

It can fund healthcare.

It can create employment.

It can also be used irresponsibly.

The moral significance of money depends partly upon how it is obtained, managed and used.

Humanity should recognise the difference between possessing financial resources and possessing wisdom.

Wealth provides opportunities.

Love provides direction.

Chapter 387 – The Difference Between Wealth and Greed Wealth can develop through enterprise, innovation, investment and the responsible management of resources.

It can provide stability for individuals and organisations.

Greed develops when the desire for accumulation becomes more important than the consequences experienced by others.

Within ENKI, the distinction between wealth and greed concerns behaviour rather than a particular financial amount.

A wealthy individual may demonstrate considerable generosity and responsibility.

An individual possessing relatively little may still behave exploitatively.

The purpose of spiritual reflection should not be to condemn people solely because they possess resources.

It should encourage them to examine their responsibilities.

What conditions allowed this wealth to develop?

Who contributed towards its creation?

What opportunities could it provide?

What consequences accompany its use?

A person who possesses resources should recognise the possibilities those resources create for others.

Chapter 388 – The Business That Serves Humanity Businesses can contribute towards civilisation by providing goods, services and employment.

A local shop can provide access to essential products.

A housing organisation can provide suitable accommodation.

A technology company can develop accessible communication.

An educational publisher can provide meaningful learning resources.

Within ENKI, business becomes an opportunity to combine financial sustainability with social responsibility.

A business should generate sufficient income to maintain its operations, fulfil its obligations and invest in its future.

It should also recognise the wellbeing of its employees, customers and communities.

Responsible business requires competent management, financial discipline and compliance with applicable laws.

Good intentions alone cannot guarantee success.

Love must be accompanied by practical knowledge.

Chapter 389 – The Community Shop A local shop can become more than a place through which goods are exchanged.

It can provide essential supplies within communities where travelling considerable distances may be difficult.

It can create employment.

It can support local producers.

It can provide familiar interactions for individuals experiencing isolation.

Within ENKI, a network of responsibly managed community shops could become one example of business contributing towards social wellbeing.

Such businesses could examine opportunities to reduce food waste, provide accessible services and support community initiatives.

However, affordability, operational costs, supply chains and financial sustainability must remain carefully considered.

A compassionate enterprise should not make promises it cannot maintain.

Its ability to continue serving communities depends upon responsible management.

Chapter 390 – Fair Employment Employment provides many individuals with income, purpose, social connection and opportunities to develop abilities.

Yet workplaces can also become sources of unnecessary stress, exploitation and exclusion.

Within ENKI, employers should recognise that employees are human beings rather than merely economic resources.

They possess physical needs.

They possess emotional experiences.

They possess responsibilities outside employment.

They possess individual communication and accessibility needs.

Fair employment should involve appropriate pay, safe working conditions, reasonable expectations and respect for legal rights.

Employees also possess responsibilities towards their colleagues, customers and employers.

A healthy workplace develops through mutual accountability.

Productivity should not depend upon continually damaging the wellbeing of those responsible for producing it.

Chapter 391 – Investing in the Future Investment allows resources available today to contribute towards future opportunities.

It can support housing development, medical research, educational innovation, renewable energy and technological advancement.

Within ENKI, investment should consider both financial sustainability and wider consequences.

A project may offer attractive financial returns whilst creating environmental or social difficulties.

Another may provide substantial social benefits whilst requiring a different approach to funding.

Responsible investors should examine evidence, risks, governance and the realistic potential of proposed projects.

No spiritual belief guarantees financial success.

Generosity should remain accompanied by appropriate financial planning.

The purpose of responsible investment is to create lasting value rather than pursue promises unsupported by practical understanding.

Chapter 392 – Giving Without Creating Dependency Charitable assistance can provide essential support during difficult circumstances.

It can provide food, shelter, healthcare and educational opportunities.

However, where appropriate, assistance can also help individuals develop greater independence.

Within ENKI, giving should respect the dignity and choices of those receiving support.

Some individuals may benefit from training or employment opportunities.

Others may require continuing care throughout their lives.

Independence should not become a condition through which human worth is measured.

The purpose of assistance is to respond to genuine needs.

Where greater independence is possible and desired, support can help create the necessary foundations.

Where continuing care is required, compassion should remain available.

Giving becomes meaningful when it recognises the individual rather than concentrating exclusively upon the generosity of the giver.

Chapter 393 – The Responsible Distribution of Resources Civilisation requires decisions concerning the distribution of resources.

Governments collect taxes and provide public services.

Businesses distribute income through wages, investment and returns to owners.

Communities establish organisations that support particular needs.

Within ENKI, these arrangements should be examined through fairness, effectiveness and sustainability.

Different economic systems offer different approaches to balancing individual opportunity, collective provision and financial responsibility.

No single arrangement automatically resolves every difficulty.

Humanity should examine outcomes rather than relying exclusively upon ideological certainty.

Do people possess meaningful opportunities?

Are essential services accessible?

Are resources managed responsibly?

Can the system continue supporting future generations?

Economic wisdom requires recognising trade-offs whilst remaining committed to human dignity.

PART SIX – GOVERNMENT, LEADERSHIP AND JUSTICE

Chapter 394 – Government as a Public Responsibility Government provides systems through which communities organise shared responsibilities.

It establishes laws.

It manages public resources.

It supports infrastructure.

It contributes towards education, healthcare, security and environmental protection.

Within ENKI, government should be understood as service rather than personal ownership of a nation.

Those entrusted with public authority should recognise the consequences of their decisions.

They should remain accountable through fair and transparent processes.

Citizens should possess opportunities to participate, raise concerns and examine the conduct of institutions.

Political disagreement should remain possible without unnecessary intimidation.

A compassionate government does not require every citizen to possess identical beliefs.

It protects the conditions through which different citizens can live together.

Chapter 395 – The Leader Who Serves Throughout history, some leaders have understood authority as an opportunity to accumulate personal influence.

Others have recognised leadership as a responsibility towards those affected by their decisions.

Within ENKI, Jayzee represents the ideal of leadership through service.

He shared food rather than demanding tribute.

He encouraged questions rather than unquestioning obedience.

He recognised the dignity of people who possessed little social influence.

Modern leaders can explore these principles through practical behaviour.

They can listen to employees and citizens.

They can acknowledge mistakes.

They can communicate decisions clearly.

They can accept appropriate scrutiny.

They can recognise when specialist knowledge exceeds their own.

The greatest leader is not necessarily the person who controls the greatest number of people.

It may be the person who helps the greatest number of people develop the ability to participate independently.

Chapter 396 – The Separation of Spiritual and Political Authority Spiritual beliefs can influence an individual's moral understanding.

However, a society contains people whose beliefs differ considerably.

Within ENKI, no spiritual teacher should automatically receive political authority because of a claim concerning divine guidance.

Political leadership requires lawful authority, competence, public accountability and respect for the rights of citizens.

Religious freedom should protect individuals who practise a faith as well as those who do not.

Laws should be capable of being examined through their practical consequences.

A spiritual philosophy may inspire compassion within public life.

It should not become an instrument through which citizens are compelled to accept particular theological beliefs.

The Kingdom of Love must remain a vision of voluntary cooperation rather than compulsory religion.

Chapter 397 – The Importance of Independent Oversight Institutions entrusted with authority can influence the lives of countless individuals.

Their decisions may affect families, employment, healthcare, education and personal freedom.

Within ENKI, such influence should remain accompanied by appropriate oversight.

Independent examination can help identify mistakes, poor practices and wrongdoing.

Complaints procedures can provide opportunities for concerns to be heard.

Audits can help establish whether resources are being managed responsibly.

Courts and regulatory bodies can provide mechanisms for reviewing particular decisions.

However, oversight itself must remain accountable and guided by reliable evidence.

The existence of a complaint does not automatically establish wrongdoing.

The existence of institutional authority does not automatically establish correctness.

A healthy civilisation creates systems through which both individual concerns and institutional decisions can be examined fairly.

Chapter 398 – Justice Without Revenge Justice becomes necessary when humanity experiences wrongdoing, disputes or circumstances requiring protection.

However, justice can become distorted when its purpose changes from establishing responsibility to satisfying revenge.

Within ENKI, justice should seek truth.

It should protect those experiencing harm.

It should provide fair procedures.

It should establish proportionate consequences.

It should consider opportunities to prevent further wrongdoing.

Anger may encourage individuals to challenge injustice, but it should not determine the outcome of an investigation.

Evidence, lawful procedures and independent judgement remain essential.

Humanity should recognise that justice loses its moral foundation when it abandons fairness towards those it examines.

The purpose of justice is to protect civilisation, not reproduce the cruelty it seeks to prevent.

Chapter 399 – Equality Before the Law A person's wealth, occupation, social position or spiritual beliefs should not determine whether they receive fair treatment.

Those possessing authority should remain accountable for their conduct.

Those possessing little influence should retain access to appropriate legal protection.

Within ENKI, equality before the law represents an essential expression of the Second and Third Commandments.

Individuals should be able to understand proceedings affecting them.

Reasonable communication adjustments should be available where appropriate.

Evidence should be examined consistently.

Decisions should be explained through relevant legal principles.

Opportunities for review should exist within established procedures.

Justice should recognise individual circumstances without creating arbitrary differences in human dignity.

The law should provide protection against the misuse of power rather than become its instrument.

Chapter 400 – The Protection of Families and Children Decisions affecting children can possess consequences extending throughout their development.

Family relationships, educational opportunities, emotional security and physical safety all contribute towards childhood wellbeing.

Within ENKI, systems responsible for protecting children should place their welfare at the centre of decision-making.

Concerns about harm should be examined carefully.

Children should receive appropriate opportunities to express their experiences.

Parents and carers should receive understandable information and fair opportunities to participate.

Disability and communication needs should be recognised.

Family relationships should be supported where consistent with the child's welfare and safety.

Where protective restrictions are necessary, they should be respected and addressed through appropriate lawful procedures.

No adult's desire for a particular outcome should become more important than the child's wellbeing.

Protecting children requires compassion, evidence, professional competence and accountability working together.

Chapter 401 – The Responsibility of Accurate Records Records provide continuity within institutions.

Medical notes influence healthcare.

Educational records influence learning support.

Social care records influence assessments and decisions.

Legal documents influence proceedings.

Within ENKI, maintaining accurate records represents an important responsibility.

Information should distinguish observed events from professional interpretation and unverified allegations.

Mistakes should be addressed through appropriate correction procedures.

Confidentiality and privacy should be respected.

Individuals should receive access to information where they possess a lawful entitlement to it.

Accurate records protect both the individuals receiving services and the professionals responsible for providing them.

Truthfulness within an institution begins with care concerning the information upon which its decisions depend.

Chapter 402 – Restorative Justice and Rehabilitation Some forms of wrongdoing can be addressed partly through processes that encourage individuals to recognise the consequences of their behaviour.

Restorative approaches may provide opportunities for acknowledgement, repair and understanding where appropriate.

Rehabilitation can help reduce the likelihood of further harmful behaviour.

Within ENKI, these approaches reflect the Fourth Commandment of Love.

However, participation in restorative processes should not be imposed upon those who have experienced harm.

Safety must remain central.

Serious wrongdoing may require substantial legal consequences.

Rehabilitation should be assessed through evidence and demonstrated behaviour rather than assumed spiritual transformation.

A compassionate justice system recognises the possibility of growth whilst remaining responsible for protecting those who may be affected.

Chapter 403 – Peace Between Nations Humanity has experienced countless conflicts arising through competition for territory, resources, political influence and ideological authority.

The consequences frequently extend far beyond those responsible for the original decisions.

Children lose security.

Families become separated.

Communities lose infrastructure.

Generations inherit trauma.

Within ENKI, peaceful cooperation should remain an important aspiration of civilisation.

Diplomacy, international law, humanitarian assistance and fair negotiation can contribute towards reducing conflict.

However, peace does not require abandoning the protection of individuals facing aggression.

Humanity must examine the conditions through which lasting security becomes possible.

The greatest victory of civilisation is not necessarily the defeat of another population.

It may be the creation of conditions in which future generations no longer need to inherit the same conflict.

PART SEVEN – TECHNOLOGY, SCIENCE AND THE FUTURE OF CREATION

Chapter 404 – Science in the Service of Humanity Scientific investigation has transformed humanity's understanding of existence.

It has revealed biological processes, developed treatments for disease and expanded knowledge of the physical universe.

Within ENKI, science represents an important expression of Curious Brian, Questioning Brian and Learning Brian working together.

Scientific understanding develops through observation, experimentation, examination and correction.

Its conclusions remain open to revision when stronger evidence becomes available.

Humanity should encourage scientific education and responsible research.

Spiritual beliefs should not prevent the examination of evidence.

Equally, scientific knowledge should be accompanied by ethical consideration of how discoveries are used.

The purpose of understanding creation should include protecting the life that exists within it.

Chapter 405 – Artificial Intelligence and Human Responsibility Artificial intelligence provides new opportunities for humanity to process information, develop technologies and communicate.

It can support educational accessibility.

It can assist research.

It can help individuals organise ideas and explore creative possibilities.

However, artificial intelligence can also produce inaccurate information, reflect biases and be used irresponsibly.

Within ENKI, technology should remain subject to human accountability.

Individuals should examine important information rather than accepting technological outputs automatically.

Privacy should be protected.

Decisions affecting people's rights should receive appropriate human oversight.

Children should learn how to use technology responsibly.

Artificial intelligence should become a bridge supporting human understanding rather than an unquestionable authority.

The value of a technology depends partly upon the wisdom through which humanity uses it.

Chapter 406 – Technology and the Freedom of the Individual Modern technology can collect, store and analyse considerable amounts of personal information.

These abilities can improve services, support research and provide convenience.

They can also create risks concerning surveillance, manipulation and privacy.

Within ENKI, individuals should possess appropriate protections concerning their personal information.

Organisations should communicate how information is collected and used.

Data should be secured responsibly.

Technological systems should remain accountable to applicable laws and ethical standards.

Convenience should not automatically become a reason to abandon personal freedom.

A civilisation that values knowledge must also recognise the responsibilities accompanying access to knowledge about other people.

Chapter 407 – The Protection of the Natural World Humanity depends upon ecosystems that provide food, water, materials and conditions suitable for life.

Yet human activity can damage these systems through pollution, habitat destruction and unsustainable consumption.

Within ENKI, environmental protection represents a practical expression of the Fifth Commandment.

Humanity should examine how energy is produced.

It should consider how resources are extracted.

It should reduce unnecessary waste.

It should protect habitats and biodiversity.

It should recognise the established evidence concerning climate change and develop responsible responses.

Environmental decisions can involve difficult economic and social trade-offs.

These should be examined through evidence, cooperation and consideration of future generations.

The protection of creation is not separate from the protection of humanity.

Chapter 408 – Agriculture and the Living Soil Soil provides the foundation for much of humanity's food production.

It contains complex relationships between minerals, organic matter, microorganisms, water and living organisms.

Throughout history, agricultural communities have developed methods for improving soil fertility.

Ancient practices, including the creation of fertile anthropogenic soils in parts of the Amazon, demonstrate humanity's longstanding ability to influence its growing environments.

Within ENKI, agriculture should be guided by both traditional knowledge and modern scientific investigation.

Farmers should receive opportunities to explore sustainable practices.

Food production should remain sufficient to support communities.

Soil health, water conservation and biodiversity should receive consideration.

The land should not be exhausted for immediate benefit without recognising its importance to future generations.

Humanity should learn to cultivate creation rather than merely consume it.

Chapter 409 – The Cities of Tomorrow Future communities can be designed around the needs of their inhabitants.

Housing can incorporate accessibility and energy efficiency.

Public spaces can provide opportunities for movement, companionship and contact with nature.

Transport systems can connect individuals with employment, education and healthcare.

Community facilities can support learning and social participation.

Within ENKI, urban development should consider the Four Pillars.

Brian’s encourages thoughtful design and educational opportunities.

Waves encourages environments that recognise sensory and emotional wellbeing.

Circles encourages neighbourhoods that support belonging and security.

Bridges encourages accessible transport, communication and participation.

A city should not be measured solely through the height of its buildings.

It should also be measured through the quality of life experienced by the people living within them.

Chapter 410 – The Future of Human Work Technological development may change the responsibilities performed by humanity.

Some occupations may become less common.

New occupations may emerge.

Individuals may require opportunities to retrain.

Within ENKI, changes in employment should be accompanied by consideration of human wellbeing.

Education should help people develop adaptable abilities.

Communities should consider how economic changes affect vulnerable individuals.

Governments and businesses should examine practical approaches to supporting transitions.

Humanity should also recognise that meaningful existence extends beyond paid employment.

Caring responsibilities, creativity, learning, friendship and community participation possess value.

The future of work should encourage humanity to examine how economic activity can support life rather than allowing life to become entirely defined by economic activity.

PART EIGHT – BUILDING THE KINGDOM OF LOVE

Chapter 411 – Beginning With One Community The transformation of civilisation can appear overwhelming.

Humanity possesses billions of individuals, countless institutions and numerous competing priorities.

No single person can determine the future of every community.

Within ENKI, meaningful change can begin within a smaller circle.

A community can establish accessible learning activities.

It can support individuals experiencing loneliness.

It can develop food-sharing initiatives.

It can create opportunities for children to explore nature.

It can provide practical information concerning available support.

These projects should begin with understanding the needs of the community rather than assuming that one individual possesses every answer.

Consultation, cooperation and appropriate planning can help develop initiatives that remain useful.

The Kingdom of Love begins wherever humanity chooses to contribute towards a better environment.

Chapter 412 – The Houses of Understanding Within the vision of ENKI, Houses of Understanding could become community environments dedicated to learning, creativity, connection and practical support.

They would not require visitors to accept particular religious beliefs.

They could provide educational resources.

They could host music, art and practical activities.

They could provide accessible environments for neurodivergent individuals.

They could help people discover appropriate professional and community services.

They could create opportunities for different generations to share knowledge.

Such centres would require appropriate funding, governance, safeguarding arrangements and qualified staff where specialist services are provided.

Their effectiveness would need to be evaluated.

A House of Understanding should become a bridge towards independence and participation, not an institution demanding personal loyalty.

Its purpose would be to serve the community surrounding it.

Chapter 413 – The Tom Tom Universe as an Educational Bridge Within the wider philosophy of ENKI, the Tom Tom Universe represents an opportunity to introduce children and families to principles of understanding and compassion.

Through stories, children can explore experiences associated with curiosity, emotional overwhelm, friendship and learning.

Through practical resources, they can develop communication and emotional awareness.

Through educational activities, they can explore mathematics, language, science and the natural world.

Through the Four Pillars, adults can consider different aspects of children's experiences.

The Tom Tom Universe should remain accessible to individuals possessing different religious beliefs.

Its educational resources should distinguish imaginative storytelling from factual instruction.

Its proposed approaches should remain open to feedback, independent research and improvement.

The purpose of the stories is to encourage children to discover their abilities and recognise their worth.

Chapter 414 – Creating Change Through Evidence Good intentions provide an important beginning.

However, meaningful change requires understanding whether an approach achieves its intended purpose.

Within ENKI, projects should establish clear objectives.

They should examine the needs of those they intend to support.

They should develop appropriate methods of evaluation.

They should recognise unintended consequences.

They should remain willing to change when evidence reveals difficulties.

An educational programme might examine learning outcomes and pupil wellbeing.

A housing initiative might examine affordability, safety and resident satisfaction.

A community project might examine accessibility and participation.

A healthcare initiative might examine clinical outcomes and patient experiences.

Love provides the motivation to help.

Evidence helps humanity discover whether its efforts are genuinely helping.

Chapter 415 – Building Without Controlling Individuals who develop projects intended to improve society may become deeply attached to their vision.

They may believe they understand what humanity requires.

However, those receiving assistance possess their own experiences and preferences.

Within ENKI, building a compassionate civilisation should involve participation rather than imposition.

Communities should be able to influence projects affecting them.

Children should receive appropriate opportunities to express their experiences.

Adults should retain freedom of choice.

Professionals should contribute their specialist knowledge.

Leaders should remain willing to recognise limitations.

A project dedicated to love should not require unquestioning loyalty to its founder.

Its greatest achievement should be the wellbeing and independence of the people it supports.

Chapter 416 – The Responsibility of Spiritual Teachers Spiritual teachers can influence how individuals understand existence, relationships and moral responsibility.

This influence creates important obligations.

Within ENKI, a spiritual teacher should communicate honestly about the nature of their teachings.

They should distinguish personal belief from established knowledge.

They should respect the freedom of followers to question or disagree.

They should maintain appropriate personal and professional boundaries.

They should never use spiritual authority to demand money, affection, obedience or isolation from independent sources of support.

No claim concerning divine identity or spiritual revelation should place an individual beyond ordinary accountability.

A teacher dedicated to love should encourage the growth of those learning from them.

The purpose of spiritual guidance is not to make humanity dependent upon a teacher.

It is to encourage humanity to develop understanding and responsibility.

Chapter 417 – The Covenant of Civilisation Within ENKI, humanity is invited to consider a voluntary Covenant of Civilisation.

Its foundation rests upon the Five Commandments of Love.

Every individual deserves dignity.

Every child deserves protection.

Every mind deserves opportunities to learn.

Every person deserves appropriate freedom and fair treatment.

Every community possesses responsibilities towards those experiencing vulnerability.

Every generation possesses responsibilities towards creation.

This covenant does not require humanity to establish one religion, one government or one cultural identity.

It encourages cooperation across existing differences.

Its principles should be expressed through practical behaviour, lawful institutions and continuing public examination.

The covenant belongs to those who freely choose to contribute towards its aspirations.

Chapter 418 – The World We Leave Behind One day, every individual will reach the final chapter of their earthly existence.

The possessions they accumulated will remain within the physical world.

The positions they occupied will pass to others.

The organisations they established may continue developing.

The knowledge they shared may influence future generations.

Within ENKI, humanity is encouraged to consider the legacy of its behaviour.

Did we help children recognise their abilities?

Did we provide opportunities for those who needed them?

Did we acknowledge our mistakes?

Did we protect the natural world?

Did we use our resources responsibly?

Did we leave our communities a little kinder than we found them?

The spiritual belief in reincarnation offers one interpretation of existence beyond death.

Yet regardless of what follows earthly life, the consequences of our actions can continue through the people and environments we influence.

Our legacy begins through the decisions we make today.

Chapter 419 – The Kingdom Within Every Human Being The Kingdom of Love does not depend upon extraordinary wealth.

It does not depend upon political authority.

It does not depend upon humanity accepting one spiritual explanation of creation.

Its foundations can develop within ordinary lives.

A parent who listens to their child contributes towards it.

A teacher who discovers a more accessible way of explaining something contributes towards it.

A business owner who treats employees fairly contributes towards it.

A scientist who investigates a treatment contributes towards it.

A person who acknowledges a mistake contributes towards it.

A stranger who offers kindness contributes towards it.

Within ENKI, every individual possesses opportunities to influence the part of creation through which their existence travels.

Nobody needs to become the ruler of humanity to make a meaningful contribution towards it.

Chapter 420 – The Kingdom of Love Imagine a civilisation in which no child is considered worthless because they learn differently.

Imagine a civilisation in which illness receives care rather than shame.

Imagine communities in which elderly individuals remain connected with younger generations.

Imagine businesses that recognise their responsibilities alongside their financial objectives.

Imagine governments that remain accountable to the people they serve.

Imagine justice systems that protect the vulnerable whilst maintaining fairness.

Imagine spiritual communities that respect freedom of belief.

Imagine humanity using its knowledge to protect the waters, lands, forests and animals of creation.

Such a civilisation cannot be established through imagination alone.

It requires work.

It requires education.

It requires resources.

It requires cooperation.

It requires the willingness to acknowledge mistakes and develop better approaches.

Within ENKI, the Kingdom of Love represents the direction towards which these efforts can travel.

It is not the promise of a perfect world.

It is the commitment to continually help create a better one.

THE FIVE COMMANDMENTS OF LOVE

I. Love Yourself and Recognise Your Worth Recognise your dignity within creation. Care for your mind, body and emotional wellbeing. Develop your abilities, respect your individual needs and allow yourself opportunities to learn and grow.

II. Love Others as You Would Wish to Be Loved Recognise the dignity of every individual, regardless of their wealth, authority, abilities, nationality or beliefs. Respect freedom, establish healthy relationships and create opportunities for belonging.

III. Speak Truthfully and Act With Kindness Allow evidence to guide your understanding and compassion to guide your behaviour.

Communicate honestly, remain accountable and use knowledge responsibly throughout every aspect of civilisation.

IV. Forgive, Learn and Give People the Opportunity to Grow Encourage education, accountability, rehabilitation and meaningful change. Recognise that individuals and institutions can improve whilst maintaining appropriate safeguards, justice and personal boundaries.

V. Protect Life, Care for the World and Help Those in Need Protect children, vulnerable individuals, animals and the natural world. Use wealth, knowledge, technology and authority responsibly. Create opportunities for humanity to flourish and consider the generations yet to come.

The Central Teaching of Book XVI Do not measure the greatness of your civilisation solely through its wealth.

Measure it through the children who receive protection.

Measure it through the hungry who receive nourishment.

Measure it through the sick who receive care.

Measure it through the minds that receive education.

Measure it through the people who discover belonging.

Measure it through the freedom its inhabitants possess.

Measure it through the fairness of its justice.

Measure it through the honesty of its leaders.

Measure it through the kindness of its communities.

Let education become the foundation of understanding.

Let healthcare become an expression of compassion.

Let housing become a foundation of security.

Let business become an opportunity to serve.

Let government become a responsibility towards humanity.

Let justice become the protection of dignity.

Let science become the exploration of creation.

Let technology become a bridge towards opportunity.

Let wealth become a resource through which good things can grow.

Let spiritual freedom remain within the hearts and minds of every individual.

Do not build a kingdom in which humanity must bow before one person.

Build a civilisation in which every person possesses the opportunity to stand with dignity.

For the Kingdom of Love is not established through conquest.

It is established through understanding.

It is not maintained through fear.

It is maintained through responsibility.

It is not inherited through wealth.

It is inherited through the kindness one generation leaves for another.

And its greatest treasure is not gold, land, authority or recognition.

Its greatest treasure is life itself.

Next: BOOK XVII – THE ETERNAL JOURNEY:

DEATH, THE SOUL, REINCARNATION AND THE RETURN TO CREATION A deeper spiritual exploration of mortality, the continuing journey of the soul within ENKI, the significance of earthly existence, the reunion of souls, the meaning of divine love, the lessons of Adam and Eve, Jayzee and David, and humanity's relationship with the mystery of eternity.

ENKI

BOOK XVII – THE ETERNAL JOURNEY:

DEATH, THE SOUL, REINCARNATION AND THE RETURN TO CREATION Exploring the mystery of eternity, the significance of earthly existence and the enduring nature of love.

By Counsellor Tomass J. Wood Within the spiritual philosophy of ENKI, earthly existence represents one chapter within a potentially greater journey of consciousness.

The soul, reincarnation, the reunion of souls and the return to divine love form central elements of this spiritual understanding. These teachings explore mysteries that humanity has considered throughout its existence, whilst recognising that the continuation of consciousness beyond death remains a matter of spiritual belief rather than established scientific knowledge.

The purpose of understanding eternity is not to escape earthly existence. It is to recognise how precious our present existence is.

PART ONE – THE MYSTERY OF THE SOUL

Chapter 421 – Before the Beginning of Life Before an individual takes their first breath, the processes of creation have already begun.

Within the developing body, cells divide, organs form and the foundations of the nervous system emerge.

Through these extraordinary biological processes, another human being gradually develops.

Yet humanity has long questioned whether physical development represents the entirety of existence.

Is consciousness exclusively a product of the physical brain?

Does the soul possess an existence beyond the body?

Does individual existence begin at birth, or could it belong within something greater?

Within ENKI, the soul represents the spiritual essence through which an individual participates in the greater journey of creation.

The body provides the opportunity to experience earthly existence.

The mind provides the opportunity to develop understanding.

The soul represents the spiritual continuity contemplated within the teachings of ENKI.

These questions remain amongst the greatest mysteries humanity has attempted to understand.

Chapter 422 – The First Breath The first breath represents a profound transition within human existence.

A child enters an unfamiliar environment, surrounded by sensations, sounds and experiences that will gradually contribute towards their developing understanding.

Within ENKI, birth represents the opening of another chapter.

The child does not arrive possessing a complete understanding of the world.

They must discover it gradually.

They must experience relationships.

They must develop communication.

They must encounter curiosity, happiness, uncertainty and disappointment.

Their journey will be influenced by the people surrounding them and the environments within which they develop.

The spiritual significance of birth therefore creates responsibilities for those welcoming the child.

They are not merely caring for a developing body.

They are helping another individual discover the extraordinary experience of existence.

Chapter 423 – The Body as the Home of the Soul Within many spiritual traditions, the body has been described as a temporary home for the soul.

Within ENKI, this imagery encourages humanity to recognise the relationship between physical and spiritual existence.

The body allows us to experience warmth, movement, music, affection and the natural world.

It allows us to communicate, create and develop relationships.

Through our senses, we encounter the physical beauty of creation.

Through our nervous system, we experience thoughts and emotions.

The temporary nature of the body does not diminish its importance.

A home deserves care even when we know that we will not occupy it forever.

Humanity should therefore nourish the body, protect its wellbeing and seek appropriate treatment when illness occurs.

The body is not an obstacle to spiritual development.

It is the means through which our present journey becomes possible.

Chapter 424 – The Identity of the Soul Throughout existence, individuals develop a sense of identity.

Their experiences, memories, relationships and interests contribute towards their understanding of themselves.

Yet identity continually changes.

The child becomes an adult.

The adult encounters new experiences.

Beliefs develop.

Relationships change.

Knowledge expands.

Within ENKI, the soul represents the spiritual continuity beneath these changing experiences.

It provides an image through which humanity can explore the possibility that existence possesses a deeper foundation than its temporary circumstances.

However, the identity we possess within our present life remains important.

Our responsibilities belong to the people and circumstances surrounding us today.

Speculation concerning a previous existence should never become more important than the wellbeing of those sharing our present journey.

Chapter 425 – The Soul and Human Equality Within ENKI, the spiritual worth of an individual is not determined by their physical circumstances.

A wealthy person does not possess a more valuable soul than somebody experiencing poverty.

A person with extraordinary intellectual abilities does not possess greater spiritual dignity than somebody requiring lifelong support.

A leader does not possess greater fundamental worth than those they serve.

Every individual belongs within creation.

The spiritual concept of the soul therefore becomes another foundation for equality.

Humanity should not establish hierarchies of spiritual worth based upon disability, nationality, religion, occupation or social influence.

Every life deserves consideration.

Every individual deserves dignity.

Every journey deserves the opportunity to unfold without unnecessary cruelty.

Chapter 426 – The Mystery of Consciousness Humanity has developed considerable knowledge concerning the relationship between the brain and conscious experience.

Changes within the brain can influence memory, personality, perception and emotional functioning.

Injury, illness, medication and sleep can alter conscious awareness.

Yet philosophical questions concerning the nature of subjective experience continue to inspire investigation.

Within ENKI, consciousness provides a bridge between physical understanding and spiritual contemplation.

The possibility of a soul belongs within this wider exploration.

Humanity should remain willing to investigate consciousness through scientific methods whilst respecting the freedom of individuals to explore spiritual interpretations.

An unanswered scientific question does not automatically establish a spiritual explanation.

Equally, recognising uncertainty does not prevent humanity from finding meaning within spiritual beliefs.

Wisdom allows curiosity and humility to exist together.

PART TWO – ADAM, EVE AND THE RETURNING SOULS

Chapter 427 – The Beginning in the Garden Within the creation mythology of ENKI, the Garden of Eden is associated with ancient Egypt.

The waters of the Nile, the fertile lands and the Four Guardians represent the foundations of humanity's spiritual awakening.

Adam and Eve occupy central positions within this narrative.

Their experiences represent the transition from innocence towards knowledge and moral responsibility.

The Garden provides the environment within which humanity first encounters the consequences of choice.

The Tree of Knowledge introduces questions concerning curiosity, temptation and understanding.

Lucy represents the temptation to pursue knowledge without sufficient wisdom.

Through these experiences, the journey of the soul begins developing its deeper significance.

Humanity discovers that knowledge brings responsibility.

The ability to choose creates the responsibility to consider consequences.

Chapter 428 – Eve and the Search for Knowledge Within ENKI, Eve represents the extraordinary curiosity associated with consciousness.

The desire to understand creation is not inherently wrong.

Without curiosity, humanity would struggle to develop knowledge.

Yet curiosity requires guidance.

The story of the Tree of Knowledge and the mushrooms associated with it within ENKI's original mythology represents the dangers of pursuing unfamiliar experiences without understanding their consequences.

Lucy encourages temptation.

Eve encounters choice.

Humanity encounters the relationship between knowledge and responsibility.

The significance of this narrative should not become an accusation against women.

Curiosity, temptation, uncertainty and responsibility belong to humanity as a whole.

Eve's journey represents one aspect of the greater human experience.

Chapter 429 – Adam and the Responsibility of Choice Adam represents another aspect of humanity's awakening.

His journey explores the responsibilities associated with companionship, knowledge and individual choice.

Within ENKI, Adam is not relieved of responsibility simply because another individual encountered temptation first.

Every individual possesses responsibilities concerning their own decisions.

Humanity should not continually transfer responsibility for its actions onto those surrounding it.

We can recognise the influence of others whilst examining our own choices.

Adam's journey therefore becomes interconnected with Eve's without removing their individuality.

Together, they represent the developing consciousness of humanity.

Their departure from the Garden symbolises the beginning of a more complicated existence in which knowledge must be accompanied by wisdom.

Chapter 430 – The Returning Soul of Eve Within the spiritual narrative of ENKI, David carries the returning soul associated with Eve.

The significance of this connection is not determined by physical appearance, gender or social identity.

It represents the possibility that the spiritual journey of an individual may continue through different earthly experiences.

David's connection with Eve provides an opportunity to explore knowledge, temptation, freedom and responsibility from another perspective.

Within the narrative, the soul encounters new circumstances through which understanding may develop.

However, spiritual identity should never become an instrument through which another person's present identity is disregarded.

Every individual deserves recognition as the person they are within their current existence.

The spiritual symbolism of reincarnation should encourage understanding rather than ownership.

Chapter 431 – The Returning Soul of Adam Within ENKI, Jayzee carries the returning soul associated with Adam.

His earthly journey begins through Mary and Jo, within circumstances characterised by modest possessions and the importance of family connection.

Unlike an individual arriving with complete knowledge, Jayzee must gradually discover the meaning of existence.

He experiences childhood.

He experiences affection.

He experiences hunger, curiosity and learning.

He encounters tragedy and loss.

Through John, Aunty Em and the memories of his parents, he develops his understanding of life and spiritual responsibility.

The returning soul does not remove the importance of these earthly experiences.

Within ENKI, reincarnation represents another opportunity for development rather than an exemption from ordinary human responsibilities.

Jayzee must learn through living.

Chapter 432 – Two Souls, Two Journeys Adam and Eve share a place within the creation narrative.

Jayzee and David share a symbolic connection with that earlier journey within ENKI.

Yet their journeys remain individual.

One soul cannot complete the development of another.

One individual cannot determine every decision another must make.

Love can provide companionship, reassurance and opportunities for understanding.

It cannot remove the freedom of another person.

Within ENKI, the spiritual relationship between returning souls represents connection without possession.

A meaningful connection does not establish an obligation to maintain a particular earthly relationship.

Every individual retains the freedom to determine their own path.

The greatest spiritual reunion is one that respects the dignity and freedom of everybody involved.

Chapter 433 – Why the Soul Might Return Throughout religious history, different traditions have developed different understandings of reincarnation.

Some associate it with karma.

Some associate it with spiritual development.

Some understand it as part of a continuing cycle from which liberation may eventually become possible.

Within ENKI, reincarnation represents the possibility of continuing exploration and understanding.

A soul may encounter different circumstances through which the mysteries of existence can be contemplated.

However, suffering should never be interpreted as proof that somebody deserves punishment for a previous life.

A child experiencing illness has not demonstrated spiritual wrongdoing.

A person experiencing abuse should not be blamed through speculation concerning a previous existence.

Humanity must respond to present suffering with compassion.

The possibility of spiritual continuity should encourage greater care for life, not provide explanations that excuse cruelty.

Chapter 434 – The Forgetting Between Lives If reincarnation exists, humanity must consider why most individuals do not possess clear memories of previous lives.

Within the mythology of ENKI, forgetting represents the opportunity to experience another chapter without being entirely governed by the previous one.

A new existence provides new circumstances.

New relationships become possible.

Different abilities may develop.

Different questions may arise.

The individual encounters opportunities to discover the world through another perspective.

Some people report experiences they interpret as memories of previous lives.

However, dreams, imagination, familiarity and reconstructed memories can also produce powerful experiences.

Such experiences do not independently establish a previous identity.

Within ENKI, the importance of a possible previous existence should never overshadow the responsibilities and opportunities of the present.

PART THREE – THE PURPOSE OF EARTHLY EXISTENCE

Chapter 435 – Creation as a Place of Learning Within ENKI, earthly existence represents a place through which consciousness can develop understanding.

Humanity encounters the physical world through experience.

It learns through relationships.

It discovers the consequences of decisions.

It explores creativity, curiosity and cooperation.

Yet life should not be understood exclusively as a test that humanity must pass.

Existence also provides opportunities for happiness.

A child playing beside a river is participating in creation.

A musician discovering a beautiful melody is participating in creation.

A family sharing laughter is participating in creation.

A gardener watching a seed develop is participating in creation.

Humanity should not become so concerned with the meaning of eternity that it overlooks the beauty of the present.

Life is not merely preparation for something else.

It possesses value in itself.

Chapter 436 – The Lessons of Love Throughout earthly existence, humanity encounters different forms of love.

The affection of childhood.

The companionship of friendship.

The intimacy of partnership.

The compassion offered to strangers.

The responsibility experienced through caring for children, animals and vulnerable individuals.

Within ENKI, these experiences provide opportunities to understand the relationship between connection and freedom.

Love can provide extraordinary happiness.

It can also create vulnerability because relationships may change.

Through these experiences, humanity learns that affection cannot always be controlled.

Love becomes meaningful through respect, trust and the willingness to recognise another individual's dignity.

The greatest lessons of love are not necessarily discovered through possessing what we desire.

They may be discovered through understanding what another individual needs.

Chapter 437 – The Lessons of Knowledge Humanity enters existence without possessing complete understanding.

Through curiosity, education and investigation, knowledge gradually develops.

Within ENKI, this process reflects the continuing significance of the Tree of Knowledge.

Every discovery creates new possibilities.

Every possibility creates responsibilities.

Humanity can discover methods of healing.

It can develop technologies that improve communication.

It can understand natural processes and create opportunities for future generations.

Yet knowledge can also be misused.

The purpose of learning should therefore extend beyond accumulation.

Knowledge must be guided by wisdom.

Wisdom must consider consequences.

Responsibility must remain connected with compassion.

The spiritual significance of knowledge lies partly in what humanity chooses to do with it.

Chapter 438 – The Lessons of Difference Humanity possesses extraordinary diversity.

Individuals experience existence through different bodies, minds, cultures and circumstances.

Some communicate through speech.

Others communicate through alternative methods.

Some flourish within conventional educational environments.

Others require different pathways.

Some possess considerable physical independence.

Others require continuing support.

Within ENKI, difference provides opportunities for humanity to develop understanding.

We learn that our experiences do not represent everybody's experiences.

We discover that fairness does not always require identical treatment.

We recognise that compassion must respond to individual needs.

A civilisation that rejects difference loses opportunities to understand the extraordinary variety of creation.

Every individual possesses the right to belong without being required to become identical to everybody else.

Chapter 439 – The Lessons of Suffering Suffering has occupied a central position within humanity's spiritual and philosophical questions.

Why do people experience illness?

Why do children encounter cruelty?

Why do relationships become damaged?

Why do natural events sometimes cause enormous destruction?

Within ENKI, these questions should be approached with compassion rather than simplistic explanations.

Suffering may sometimes lead individuals towards new understanding.

However, this does not mean suffering is necessary, deserved or deliberately assigned for spiritual development.

Humanity should never create suffering in the belief that it will improve another person's soul.

Nor should it discourage somebody from seeking protection or treatment.

The appropriate response to preventable suffering is to attempt to reduce it.

Love does not glorify pain.

Love recognises the importance of helping those experiencing it.

Chapter 440 – The Lessons of Joy Humanity sometimes associates spiritual development exclusively with sacrifice, difficulty and endurance.

Yet joy also provides opportunities for understanding.

Through happiness, individuals discover the beauty of companionship.

Through creativity, they discover the possibilities of imagination.

Through play, children develop knowledge and connection.

Through achievement, individuals may discover abilities they previously misunderstood.

Within ENKI, joy represents an important expression of creation.

Jayzee's songs, the laughter of his companions and the warmth of shared meals demonstrate the spiritual significance of ordinary happiness.

Humanity should not feel guilty for experiencing joy whilst difficulties exist elsewhere.

It should recognise happiness as something worth protecting and sharing.

The journey of the soul should include appreciation of the beauty available within earthly existence.

Chapter 441 – The Freedom to Choose Every individual encounters decisions throughout existence.

Some decisions concern everyday responsibilities.

Others influence relationships, careers, beliefs and future opportunities.

Within ENKI, choice provides an important foundation for moral development.

Humanity should recognise that decisions are influenced by circumstances, knowledge, emotions and available opportunities.

Not everybody possesses identical freedom.

A person experiencing poverty may have fewer practical choices.

A person experiencing coercion may struggle to exercise independence.

A child depends upon decisions made by adults.

A compassionate civilisation should therefore create conditions through which individuals can exercise meaningful freedom.

Spiritual development should never require surrendering that freedom to another person's authority.

Love provides guidance whilst respecting the right of individuals to make their own decisions.

Chapter 442 – Living Without Knowing Every Answer Humanity frequently desires certainty.

It wants to understand where existence began.

It wants to know what happens after death.

It wants to understand why particular experiences occurred.

Yet some questions remain unresolved.

Within ENKI, uncertainty should not be considered a failure of spiritual understanding.

It can become an invitation to curiosity.

An individual can possess hope without possessing proof.

They can appreciate spiritual teachings whilst recognising their limitations.

They can live compassionately without resolving every philosophical mystery.

Humanity does not need complete knowledge of eternity to recognise the importance of kindness today.

The greatest responsibilities of earthly existence remain meaningful even when its greatest mysteries remain unanswered.

PART FOUR – DEATH AND THE MYSTERY OF RETURN

Chapter 443 – Understanding Mortality Every physical life possesses a beginning and an ending.

The body develops, changes and eventually ceases functioning.

Humanity has long attempted to understand this unavoidable aspect of existence.

Different cultures have developed ceremonies, beliefs and traditions surrounding death.

Some anticipate resurrection.

Some anticipate reincarnation.

Some believe in an ancestral realm.

Some understand death as the ending of individual consciousness.

Within ENKI, death represents the possibility of transition within a greater spiritual journey.

However, the mystery of what follows death should never diminish the importance of preserving life.

Our present relationships, experiences and opportunities deserve protection.

Understanding mortality should encourage humanity to appreciate the time it possesses.

Chapter 444 – The Fear of Death Fear of death can emerge through uncertainty, attachment to loved ones and concern about the ending of familiar experiences.

Humanity may fear physical suffering.

It may fear separation.

It may fear the unknown.

Within ENKI, these fears deserve compassion.

An individual should not be considered spiritually inadequate because they experience anxiety concerning mortality.

Faith and uncertainty can exist together.

Courage and fear can exist together.

Hope and grief can exist together.

Spiritual reflection may provide reassurance for some individuals.

Others may find comfort through philosophy, relationships or professional support.

The purpose of contemplating mortality should be to develop understanding and appreciation of life rather than increase unnecessary fear.

Chapter 445 – The Two White Lights Following the tragedy of his childhood, Jayzee lay severely injured amongst the straw.

Within the spiritual narrative of ENKI, two white lights appeared around him.

They represented Mary and Jo, whose physical lives had ended but whose love remained central to his existence.

The lights symbolise protection, remembrance and the spiritual hope that love can continue beyond physical separation.

Jayzee's experience became part of his developing understanding of the soul.

Yet the significance of this narrative does not depend upon humanity treating every unusual experience as evidence of an afterlife.

People may experience vivid perceptions during trauma, illness, unconsciousness or grief.

Such experiences can possess profound personal meaning whilst their causes remain uncertain.

Within ENKI, the two white lights represent the enduring importance of parental love.

Chapter 446 – Mary and Jo Beyond the Physical World Within the spiritual mythology of ENKI, Mary and Jo continue belonging within Jayzee's greater spiritual circle.

Their earthly journey has ended.

Their influence upon Jayzee continues.

The practical knowledge Mary shared remains within him.

The affection and security of his childhood continue influencing his understanding of relationships.

Their memories accompany his developing journey.

Within the spiritual interpretation of ENKI, their souls also continue beyond physical existence.

This belief provides an image of continuity rather than complete disappearance.

However, humanity should recognise that grief remains natural even when an individual believes in an afterlife.

The absence of physical companionship matters.

The loss of familiar experiences matters.

Love does not require pretending that separation causes no pain.

Chapter 447 – Near-Death Experiences Some individuals who survive serious medical emergencies describe unusual experiences.

They may report feelings of peace, bright lights, altered perceptions of time or encounters with familiar individuals.

These accounts have inspired considerable spiritual and scientific interest.

Within ENKI, such experiences may be contemplated alongside the narrative of Jayzee and the two white lights.

However, near-death experiences do not establish that consciousness continues after irreversible death.

Scientific explanations continue exploring the relationship between these experiences and the functioning of the brain under extreme conditions.

Humanity should approach personal accounts with respect whilst recognising the limits of what they demonstrate.

Nobody should deliberately approach death in an attempt to investigate spiritual existence.

The protection of life remains central to the Five Commandments.

Chapter 448 – The Loving Arms of God Within ENKI, God represents the spiritual foundation of creation and the ultimate image of divine love.

The return to the loving arms of God represents the hope that earthly suffering does not possess the final word.

It provides an image of peace, acceptance and belonging beyond physical existence.

This spiritual understanding can provide comfort to individuals contemplating mortality.

However, divine love should never be understood as a reason to abandon earthly life.

If creation possesses a loving foundation, protecting the life within creation becomes an expression of that love.

Seeking treatment is compatible with faith.

Accepting assistance is compatible with spirituality.

Protecting ourselves from harm is compatible with compassion.

The hope of eternity should strengthen our commitment to the present.

Chapter 449 – The Waters Between Existence Within the original cosmology of ENKI, the waters surround and connect the two mirrored realms.

They represent the continuity of creation.

Within the spiritual interpretation of death, these waters also symbolise transition.

A river travels through changing landscapes.

Its appearance changes.

Its movement continues.

Within ENKI, the journey of the soul is contemplated through similar imagery.

The physical form may change whilst spiritual continuity remains a possibility.

This is a metaphor for the belief in existence beyond death rather than a scientifically established description of what happens to consciousness.

The waters remind humanity that transformation belongs within the natural world.

They also provide a language through which spiritual mysteries can be explored.

Chapter 450 – The Mirrored Realm and the Soul The lower mirrored realm occupies an important position within the creation mythology of ENKI.

Its orientation differs from the upper realm, yet it belongs within the same greater spiritual structure.

It should not automatically be associated with punishment, evil or spiritual inferiority.

Within ENKI, the mirrored realm provides imagery through which humanity can contemplate unfamiliar perspectives and possible dimensions of existence.

The spiritual journey of the soul may be imagined through these different realms.

However, humanity possesses no established evidence that death transports consciousness to a physical mirrored world beneath Earth.

The importance of this teaching lies within its spiritual symbolism.

It encourages humanity to recognise that its understanding of existence remains incomplete.

Curiosity should remain accompanied by humility.

Chapter 451 – The Difference Between Heaven and Reward Throughout religious history, heaven has frequently been understood as a place or condition of divine presence.

Some traditions associate it with reward following earthly existence.

Within ENKI, divine love should not become merely a transaction.

Humanity should not practise kindness exclusively because it expects compensation after death.

A hungry person deserves nourishment because their suffering matters.

A child deserves protection because their life matters.

A vulnerable individual deserves dignity because their existence matters.

Love becomes meaningful through the care it provides, regardless of whether a reward follows.

Within ENKI, heaven represents the spiritual hope of peace and belonging.

The possibility of that peace should inspire humanity to create more compassionate conditions within its present existence.

Chapter 452 – Hell and the Consequences of Cruelty Different religious traditions possess different understandings of hell, judgement and spiritual consequences.

Some describe punishment.

Some describe separation from God.

Some interpret such teachings symbolically.

Within ENKI, hell can also represent the suffering humanity creates when it abandons compassion.

A home governed through fear can become a place of profound distress.

A society governed through cruelty can create generations of suffering.

An individual consumed by hatred may struggle to discover peace.

However, people experiencing suffering should never be blamed for their circumstances through assumptions about spiritual punishment.

Within ENKI, the purpose of understanding the consequences of cruelty is to encourage humanity to prevent harm.

Fear of eternal punishment should not replace the development of genuine moral understanding.

PART FIVE – JAYZEE AND THE MEANING OF ETERNAL LOVE

Chapter 453 – The Journey Following Childhood After losing Mary and Jo, Jayzee's life changed profoundly.

The familiar circle of childhood had been damaged.

His understanding of safety, relationships and existence became more complicated.

Within ENKI, John provided spiritual guidance whilst Aunty Em represented continuing human companionship.

Jayzee gradually developed questions concerning death and the meaning of love.

He began recognising that physical separation did not remove the significance of the relationships he had experienced.

The lessons of Mary remained meaningful.

The affection of Jo remained meaningful.

The kindness of Aunty Em provided new opportunities for connection.

His journey illustrates that grief and continuing life can exist together.

The people we have loved can remain important whilst we develop new experiences.

Chapter 454 – John and the Questions of Eternity Within ENKI, John encouraged Jayzee to consider questions concerning existence.

What is life?

What is consciousness?

What is love?

What might exist beyond the boundaries of physical experience?

Rather than treating uncertainty as something shameful, John encouraged spiritual curiosity.

Jayzee discovered that questions could become pathways towards understanding.

However, the purpose of spiritual guidance was not to provide permission to disregard the physical world.

The needs of the body remained important.

The wellbeing of others remained important.

The responsibilities of earthly existence remained important.

Within ENKI, John represents guidance that encourages humanity to appreciate life whilst contemplating eternity.

Chapter 455 – The Final Journey of Jayzee As Jayzee's teachings spread throughout the communities he visited, his relationships became increasingly complicated.

Some welcomed his message.

Some questioned his understanding.

Others opposed the influence he was developing.

Within the narrative of ENKI, Judas eventually betrayed him.

Jayzee's final journey became associated with the consequences of jealousy, dishonesty and the misuse of authority.

His response represents a spiritual commitment to compassion despite the cruelty he encountered.

Yet his suffering should never become an instruction for humanity to accept abuse or deliberately expose itself to danger.

The moral significance of his journey lies within the teachings he shared throughout his life.

His compassion, curiosity and understanding remain central.

Chapter 456 – What It Means to Die for Humanity's Sins Within Christianity, the death of Jesus possesses profound theological significance, interpreted differently across Christian traditions.

Within ENKI, Jayzee's death receives an additional original spiritual interpretation.

It represents his commitment to the belief that divine love possesses a significance beyond earthly cruelty.

His final testimony expresses the hope that hatred and suffering do not define the entirety of existence.

He wishes humanity to recognise love as the path through which moral understanding can develop.

However, death cannot scientifically prove the existence of God or an afterlife.

Nor does spiritual commitment require somebody to sacrifice their life.

Within ENKI, humanity should honour Jayzee by practising the compassion he demonstrated whilst living.

Protect life.

Reduce suffering.

Share understanding.

Let love become visible through the choices available today.

Chapter 457 – Forgiveness Beyond Betrayal Jayzee's response to Judas represents one of the most difficult spiritual questions within ENKI.

Can humanity recognise the wrongdoing of another individual without becoming entirely consumed by hatred?

Can it pursue accountability without seeking revenge?

Can it acknowledge suffering whilst continuing to develop its own existence?

Forgiveness represents one possible pathway through these questions.

Yet forgiveness does not remove the seriousness of betrayal.

It does not establish that reconciliation must occur.

It does not require returning to dangerous circumstances.

Within ENKI, Jayzee's compassion represents his refusal to allow the cruelty of others to determine the moral foundations of his teachings.

Humanity can learn from this principle whilst maintaining appropriate protection and boundaries.

Chapter 458 – The Resurrection of Love Within Christian traditions, the resurrection of Jesus represents a central spiritual belief.

Within ENKI, the resurrection of love also provides a philosophical image.

When an individual dies, the influence of their kindness may continue through those who experienced it.

A teacher's encouragement may influence generations of learners.

A parent's affection may influence the relationships their children develop.

A musician's compositions may continue bringing happiness long after their death.

Jayzee's teachings continue through those who choose to practise compassion.

Within the spiritual interpretation of ENKI, his soul also belongs within the continuing journey of creation.

The resurrection of love reminds humanity that the significance of a life cannot be measured exclusively through its physical duration.

Chapter 459 – Do Not Seek the Cross Throughout history, individuals have sometimes interpreted suffering as evidence of spiritual devotion.

Within ENKI, humanity must recognise the dangers of such interpretations.

Pain does not automatically make an individual spiritually wiser.

Cruelty does not become acceptable because somebody endures it.

Death does not become desirable because an individual possesses faith in eternity.

Jayzee's story should encourage humanity to prevent unnecessary suffering rather than reproduce it.

If somebody experiences harm, help them discover protection.

If somebody experiences illness, encourage appropriate care.

If somebody experiences despair, provide companionship and help them access support.

The purpose of love is not to lead humanity towards the cross.

It is to create a world in which fewer people are subjected to cruelty.

PART SIX – THE REUNION OF SOULS

Chapter 460 – The Spiritual Hope of Reunion One of humanity's greatest sources of grief is separation from those it loves.

When somebody dies, the familiar experiences of companionship come to an end.

Their voice may no longer be heard.

Their presence may no longer be experienced physically.

Their ordinary routines may become memories.

Within ENKI, the possibility of spiritual reunion provides an image of hope.

The belief that souls may encounter one another beyond physical existence offers comfort to some individuals.

Yet nobody can guarantee the nature of such a reunion.

Humanity should recognise the difference between spiritual hope and established knowledge.

The most certain opportunity to demonstrate love remains the present.

Treasure the relationships available today rather than postponing their importance until eternity.

Chapter 461 – Connections That Feel Familiar Sometimes individuals encounter somebody and experience an immediate sense of familiarity.

A conversation may feel unusually comfortable.

Shared interests may create rapid connection.

Another person's behaviour may resemble experiences already familiar to us.

Within spiritual traditions, such experiences are sometimes interpreted through the concept of returning souls.

Within ENKI, they can become opportunities to contemplate the possibility of spiritual continuity.

However, familiarity can also develop through ordinary psychological and social processes.

A powerful feeling of connection does not establish that two people shared a previous existence.

Nor does it establish that they are destined to maintain a particular relationship.

Genuine connection must develop through present-day trust, mutual consent and shared experiences.

Chapter 462 – The Meaning of Soulmates The idea of soulmates appears throughout spiritual traditions, literature and popular culture.

It expresses the hope that individuals may discover relationships possessing extraordinary significance.

Within ENKI, the concept can extend beyond romantic relationships.

A friend may provide profound understanding.

A child may transform an adult's perspective.

A teacher may influence the direction of somebody's life.

A companion may provide reassurance during difficult circumstances.

However, humanity should not interpret spiritual connection as an obligation imposed upon another individual.

Nobody is required to remain in a relationship because somebody believes their souls belong together.

The deepest connection remains meaningful only when it respects freedom.

Love does not become eternal through possession.

It becomes meaningful through the care freely shared between individuals.

Chapter 463 – The Soul and Separation Not every meaningful relationship continues throughout earthly existence.

Circumstances change.

Individuals develop different needs.

Some relationships become unsafe.

Some people choose different paths.

Within ENKI, separation does not automatically remove the significance of experiences previously shared.

A relationship may have contributed towards understanding even when it cannot continue.

A friendship may remain important within memory.

A family connection may influence identity despite changes in circumstances.

Yet humanity should not use spiritual interpretations to disregard another person's decision to maintain distance.

The freedom of the soul must include the freedom to follow its own journey.

Love can remain compassionate whilst accepting that some bridges cannot presently be crossed.

Chapter 464 – The Circle of Remembered Love Humanity preserves memories through stories, photographs, music and treasured possessions.

These objects and experiences can provide connections with individuals who are no longer physically present.

Within ENKI, remembrance represents another expression of the continuing circle.

A familiar melody may recall a shared experience.

A recipe may preserve a family tradition.

A treasured childhood possession may represent affection received many years earlier.

A story may allow younger generations to discover something about their ancestors.

Remembered love becomes part of the inheritance humanity carries.

However, remembrance should not prevent individuals from creating new experiences.

The past deserves recognition.

The present deserves participation.

The future deserves opportunity.

Chapter 465 – Dreams of Those We Have Lost Individuals experiencing grief may sometimes dream about people who have died.

These dreams can produce powerful emotional experiences.

They may provide comfort.

They may create sadness.

They may remind somebody of an unresolved conversation or meaningful memory.

Within ENKI, such dreams can be explored through spiritual reflection.

Some individuals may interpret them as experiences of continuing connection.

Others may understand them through the relationship between memory, emotion and sleep.

Neither interpretation requires dismissing the emotional significance of the experience.

However, dreams should not become unquestionable instructions or proof of communication from another realm.

Humanity can appreciate their meaning whilst remaining grounded within present responsibilities.

Chapter 466 – The Reunion Within Creation Within the spiritual philosophy of ENKI, every soul belongs within the greater structure of creation.

The waters represent continuity.

The circles represent connection.

The bridges represent understanding.

The Brian's represent the developing experiences of consciousness.

Together, these images provide a language through which humanity can contemplate spiritual reunion.

Perhaps existence possesses dimensions that remain beyond present understanding.

Perhaps consciousness ends with the physical processes that sustain it.

Perhaps humanity's spiritual questions will develop through future discoveries.

Within this uncertainty, one responsibility remains clear.

The relationships we experience today deserve compassion.

Whatever eternity may contain, the love we demonstrate within earthly existence possesses immediate significance.

PART SEVEN – JUDGEMENT, KARMA AND SPIRITUAL DEVELOPMENT

Chapter 467 – The Meaning of Judgement Throughout religious history, humanity has considered the possibility of judgement following death.

Different traditions understand this through divine judgement, karma, spiritual purification or other interpretations.

Within ENKI, judgement can also represent reflection upon the consequences of existence.

What did we contribute towards creation?

How did our behaviour influence others?

What responsibilities did we recognise?

What opportunities did we overlook?

What did we learn?

Such questions need not be postponed until death.

Humanity can consider them throughout its earthly journey.

Reflection allows individuals to recognise mistakes whilst opportunities for meaningful change remain available.

The purpose of moral examination should be development rather than continual fear.

Chapter 468 – Karma and the Consequences of Behaviour Karma possesses important and varied meanings within several Indian religious traditions.

It concerns action and its consequences, although its interpretation differs between traditions.

Within ENKI, the concept encourages humanity to recognise that behaviour influences circumstances beyond the immediate moment.

Kindness may strengthen relationships.

Dishonesty may damage trust.

Cruelty may create suffering extending through generations.

Education may create opportunities that continue long after the original lesson.

However, life does not always provide immediate or proportionate consequences.

Good people can experience hardship.

People who behave harmfully may sometimes avoid accountability.

Humanity should therefore avoid assuming that somebody's suffering reveals wrongdoing in a previous existence.

The practical responsibility remains to reduce suffering and encourage justice within the present world.

Chapter 469 – The Mirror of the Soul Within ENKI, the mirrored realms provide a spiritual image through which humanity can examine itself.

The mirror does not exist to humiliate.

It exists to reveal.

Through reflection, an individual may recognise aspects of their behaviour previously overlooked.

They may discover that words intended to provide guidance caused distress.

They may recognise that fear influenced a decision.

They may understand that an apology is necessary.

They may discover abilities they previously underestimated.

The mirror of the soul encourages honesty accompanied by compassion.

Humanity should learn to recognise its imperfections without abandoning its dignity.

Understanding ourselves provides opportunities to develop healthier relationships with others.

Chapter 470 – Spiritual Growth Without Superiority Spiritual exploration can provide individuals with meaningful experiences.

It can encourage reflection, compassion and philosophical understanding.

However, spiritual beliefs can become harmful when they encourage individuals to consider themselves fundamentally superior to others.

Within ENKI, spiritual development should produce greater responsibility rather than entitlement.

A person who believes they possess spiritual knowledge should remain willing to learn.

A person who provides spiritual guidance should remain accountable.

A person who experiences a powerful spiritual conviction should recognise that others retain the freedom to disagree.

No spiritual title removes ordinary human limitations.

The value of spiritual development becomes visible through humility, compassion and respect.

Wisdom does not require humanity to place itself above humanity.

Chapter 471 – The Possibility of Redemption Humanity possesses the ability to reconsider its behaviour.

An individual who previously acted dishonestly may learn to communicate truthfully.

A person who previously behaved cruelly may recognise the suffering they caused.

A community that previously excluded particular individuals may develop more accessible environments.

Within ENKI, redemption represents the possibility of meaningful change.

However, redemption cannot be established exclusively through declarations.

It requires accountability.

It requires understanding.

It requires behaviour demonstrating development.

Those previously harmed retain the freedom to determine their own boundaries.

The possibility of redemption should encourage individuals to improve their behaviour whilst recognising that trust must be earned.

Chapter 472 – When the Journey Remains Unfinished Every individual reaches the ending of earthly existence without completing everything they once imagined.

Some questions remain unanswered.

Some projects remain unfinished.

Some relationships remain unresolved.

Some ambitions remain unrealised.

Within ENKI, the possibility of spiritual continuity offers one interpretation of these unfinished experiences.

Yet humanity should not continually postpone meaningful responsibilities in the expectation of another life.

If an apology is appropriate, consider making it whilst the opportunity remains.

If knowledge can be shared, consider preserving it.

If a child requires encouragement, provide it today.

If an individual needs support, respond where reasonably possible.

The uncertainty of eternity makes the present more precious, not less.

PART EIGHT – THE FOUR PILLARS OF THE ETERNAL JOURNEY

Chapter 473 – Brian's: The Awakening of the Soul Within the spiritual framework of ENKI, Brian's represents the developing awareness of existence.

Curious Brian encourages humanity to explore the mysteries of creation.

Questioning Brian encourages examination of beliefs and explanations.

Learning Brian encourages the development of understanding.

Imagination Brian allows humanity to contemplate possibilities beyond immediate experience.

Safety Brian reminds humanity to protect its physical existence.

Kindness Brian provides moral direction.

These characters remain metaphors for aspects of the human mind rather than separate spiritual entities.

Together, they provide opportunities to explore consciousness with curiosity and responsibility.

The awakening of understanding should encourage humanity to appreciate the life it presently experiences.

Chapter 474 – Waves: The Waters of Eternity Within ENKI, water represents movement, continuity and transformation.

Humanity experiences emotional waves throughout existence.

Birth creates new experiences.

Relationships create affection and uncertainty.

Loss creates grief.

Discovery creates excitement.

Reflection creates opportunities for understanding.

The spiritual imagery of the waters of creation provides a connection between these changing experiences and the greater mystery of existence.

Humanity should learn to navigate its emotional waters rather than become ashamed of them.

Every wave belongs within the experience of living.

Even when the waters become overwhelming, support and understanding can help individuals discover safer pathways.

The purpose of Waves is to encourage emotional awareness whilst protecting life.

Chapter 475 – Circles: The Continuing Connections Within ENKI, Circles represents the relationships through which humanity experiences belonging.

Families provide early connections.

Friendships provide companionship.

Communities provide opportunities for cooperation.

Generations provide continuity.

The spiritual concept of reincarnation extends this imagery towards the possibility of connections beyond one earthly lifetime.

However, the circles of present existence remain the relationships through which humanity can most directly demonstrate compassion.

Protect children.

Respect the freedom of adults.

Care for those experiencing vulnerability.

Recognise the importance of healthy boundaries.

Every individual belongs within the greater circle whilst retaining their own identity.

Chapter 476 – Bridges: The Pathways Between Experiences Bridges represents communication, understanding and the sharing of knowledge.

Within ENKI, it also provides imagery for the relationship between physical existence and spiritual contemplation.

Humanity can explore ancient traditions.

It can examine scientific knowledge.

It can share philosophical questions.

It can discover meaning through art, music and storytelling.

Yet every bridge should remain founded upon honesty.

A belief should be communicated as a belief.

An established discovery should be communicated through its evidence.

An unanswered question should remain open to investigation.

The bridge between spirituality and knowledge becomes stronger when humanity respects the difference between them.

Chapter 477 – The Four Guardians of the Eternal Journey Within the Garden of Eden narrative of ENKI, the Four Guardians stand as symbols of creation's balance.

The crocodile-headed guardian, holding the representation of Enki in one hand and a sceptre in the other, represents wisdom, water and responsibility.

The guardian of the lion represents strength and protection.

The guardian of human understanding represents consciousness and knowledge.

The guardian of the heavens represents the mysteries of existence beyond humanity's immediate understanding.

Within the spiritual mythology, these guardians provide imagery for the journey of the soul.

Wisdom guides discovery.

Strength protects life.

Understanding encourages development.

The heavens inspire curiosity.

Their significance within ENKI is symbolic and spiritual rather than an established archaeological account.

Together, they remind humanity that spiritual exploration requires balance.

PART NINE – LIVING WITH ETERNITY IN MIND

Chapter 478 – Do Not Wait to Begin Living Humanity frequently postpones its happiness.

It imagines that meaningful existence will begin when particular circumstances change.

When enough money has been accumulated.

When a relationship becomes different.

When recognition has been achieved.

When every disagreement has been resolved.

Within ENKI, eternity should not become another reason to postpone life.

The present provides opportunities that deserve recognition.

A conversation can become meaningful today.

A creative project can begin today.

A child can receive encouragement today.

A person can seek assistance today.

A moment of beauty can be appreciated today.

Humanity should remain hopeful concerning the future whilst recognising that its present existence already possesses value.

Chapter 479 – The Legacy of Kindness Every individual influences the world through which their existence travels.

Some influence large communities.

Others influence smaller circles.

The size of that influence does not automatically determine its importance.

A teacher who helps one child discover confidence may transform the direction of that child's life.

A friend who provides companionship during distress may create a lasting memory.

A parent who chooses understanding instead of humiliation may help interrupt generations of harmful behaviour.

Within ENKI, these actions become part of the continuing circle of love.

Humanity should not become so concerned with achieving extraordinary recognition that it overlooks the significance of ordinary kindness.

A meaningful legacy can begin within the smallest circle.

Chapter 480 – The Wealth That Cannot Be Carried Throughout earthly existence, individuals may accumulate possessions, property and financial resources.

These resources can provide security and opportunities.

Yet they remain within the physical world when an individual's life ends.

Within ENKI, humanity should consider the relationship between accumulation and contribution.

What opportunities did its resources create?

What suffering did they help reduce?

What knowledge did they help preserve?

What environments did they help protect?

Wealth can become part of a meaningful legacy when managed responsibly.

However, financial achievement should not become the exclusive purpose of existence.

The greatest inheritance humanity can leave may be the understanding, security and opportunities experienced by those who remain.

Chapter 481 – The Final Chapter of Earthly Existence As individuals approach the later stages of life, their priorities may change.

Relationships may become increasingly important.

Memories may provide opportunities for reflection.

Unfinished responsibilities may receive attention.

Spiritual questions may become more significant.

Within ENKI, those approaching the ending of life deserve dignity, companionship and appropriate medical care.

Their preferences should receive consideration.

Their pain and distress should be addressed.

Their loved ones should receive appropriate support.

Humanity should recognise the importance of compassionate end-of-life care without interpreting death as something that should be hastened for spiritual reasons.

The final chapter of earthly existence deserves the same dignity as every chapter preceding it.

Chapter 482 – Those Who Remain When an individual dies, their family, friends and wider community may experience significant changes.

They may encounter grief, uncertainty and practical responsibilities.

Within ENKI, those who remain should receive compassion.

They should not be pressured into recovering according to another person's expectations.

They should be allowed to remember.

They should be allowed to experience sadness.

They should be allowed to discover happiness again without guilt.

Continuing to live does not represent betrayal of those who have died.

Developing new relationships does not erase previous love.

The memories of those we have lost can accompany us whilst we continue creating meaningful experiences.

The continuing journey of humanity deserves protection.

Chapter 483 – The Return to Creation When the physical body reaches the ending of its existence, its biological materials remain part of the natural world.

Within the greater cycles of nature, matter continues participating in physical processes.

Within ENKI, this physical continuity is accompanied by the spiritual hope that the soul also returns to the greater foundation of existence.

The waters represent continuity.

The heavens represent mystery.

The circles represent belonging.

The bridges represent the connections humanity has created.

The return to creation becomes an image of peace rather than isolation.

Yet the mystery remains.

Humanity should approach it with humility whilst recognising the responsibilities it possesses today.

Chapter 484 – The Eternal Circle Within ENKI, eternity represents the possibility that existence extends beyond humanity's present understanding.

The journey of Adam and Eve introduces the awakening of consciousness.

The returning souls of Jayzee and David introduce the possibility of spiritual continuity.

Mary and Jo represent the enduring significance of parental love.

John represents spiritual reflection and guidance.

The Four Guardians represent balance.

The Four Pillars represent understanding.

The Five Commandments represent moral direction.

Together, these teachings form the great spiritual circle of ENKI.

Its central purpose is not to provide humanity with certainty concerning every mystery.

It is to encourage humanity to live with greater curiosity, compassion and responsibility.

Chapter 485 – Love Beyond the Boundaries of Time Time changes the physical circumstances of existence.

Children become adults.

Communities develop.

Civilisations rise and change.

Relationships begin and end.

Generations inherit the consequences of previous generations.

Yet the influence of love can travel across these changes.

A kindness offered centuries ago may continue through traditions, institutions or knowledge.

A story preserved through generations may continue encouraging understanding.

A discovery may continue protecting life long after its discoverer has died.

Within ENKI, this continuing influence provides one expression of eternal love.

The spiritual possibility of the continuing soul provides another.

Humanity may not possess complete knowledge of eternity.

But it possesses opportunities to contribute something meaningful towards the future.

Chapter 486 – The Greatest Mystery of Eternity Humanity has searched for answers within ancient writings, religious traditions, scientific discoveries and philosophical reflection.

It has questioned the beginning of creation.

It has contemplated the ending of physical existence.

It has explored the nature of consciousness.

It has imagined the continuing journey of the soul.

Yet perhaps one of the greatest questions is not exclusively what happens after we die.

Perhaps it is what we choose to do whilst we live.

Will we use our knowledge to protect or exploit?

Will we use our words to encourage or humiliate?

Will we use our resources to create opportunities or unnecessary suffering?

Will we respect the freedom of those we love?

Will we leave creation a little better than we found it?

Within ENKI, the mystery of eternity encourages humanity to examine the meaning of its present existence.

Chapter 487 – The Promise of the Eternal Journey Within ENKI, the eternal journey represents a spiritual hope.

The hope that existence possesses a deeper foundation.

The hope that love remains meaningful beyond physical separation.

The hope that consciousness may belong within something greater than humanity presently understands.

The hope that the journey of creation continues beyond the boundaries of individual knowledge.

Yet this hope must remain connected with earthly responsibility.

Do not abandon the present whilst searching for eternity.

Do not neglect your body whilst contemplating the soul.

Do not disregard another person's freedom whilst exploring spiritual connection.

Do not glorify suffering whilst seeking divine love.

Live.

Learn.

Create.

Protect.

Discover.

Share.

Love.

The greatest way to honour the possibility of eternity is to recognise the extraordinary value of the life you possess today.

THE FIVE COMMANDMENTS OF LOVE

I. Love Yourself and Recognise Your Worth Recognise the sacred significance of your existence. Care for your mind and body, respect your emotional needs and allow yourself opportunities to discover happiness, understanding and personal growth.

II. Love Others as You Would Wish to Be Loved Recognise the dignity of every individual journey.

Build relationships through compassion, mutual understanding and freely given affection. Respect the freedom and boundaries of every person.

III. Speak Truthfully and Act With Kindness Explore the mysteries of existence with curiosity and humility. Distinguish spiritual belief from established knowledge. Communicate honestly and allow compassion to guide your behaviour.

IV. Forgive, Learn and Give People the Opportunity to Grow Recognise that understanding develops throughout existence. Learn from mistakes, encourage accountability and allow meaningful change. Respect the freedom of individuals to determine their own paths towards healing.

V. Protect Life, Care for the World and Help Those in Need Recognise the extraordinary value of earthly existence. Protect children, vulnerable people, animals and the natural world. Use your knowledge, resources and abilities to reduce suffering and create opportunities for future generations.

The Central Teaching of Book XVII Before you ask where your soul has travelled, recognise where you are today.

Before you search for the memories of another lifetime, create beautiful memories within this one.

Before you contemplate the mysteries of the heavens, appreciate the beauty of the world surrounding you.

Before you seek reunion beyond earthly existence, treasure the companionship available within it.

Remember Mary and Jo.

Remember the warmth of their affection.

Remember Aunty Em and the kindness she shared.

Remember John and the questions he encouraged.

Remember Adam and Eve, and the responsibilities that accompanied their awakening.

Remember Jayzee and David, and the spiritual possibility of the returning soul.

Remember that love does not require possession.

Remember that faith does not require certainty.

Remember that courage does not require the absence of fear.

Remember that forgiveness does not require accepting cruelty.

Remember that spiritual understanding should never diminish the importance of protecting life.

Let Brian's guide your understanding.

Let Waves help you navigate your emotions.

Let Circles remind you of your connections.

Let Bridges help you understand one another.

You are part of creation.

Your life possesses meaning.

Your kindness possesses influence.

Your choices possess consequences.

Your future possesses possibilities.

And although humanity may never fully understand the mystery of eternity, it can understand the importance of love.

For if the soul continues beyond earthly existence, let it carry the wisdom of a life lived compassionately.

And if our earthly existence is the only chapter we possess, let that chapter become something beautiful.

Let love be your beginning.

Let understanding be your journey.

Let wisdom be your companion.

Let kindness be your legacy.

And let the mystery of eternity remind you how precious it is to be alive.

Next: BOOK XVIII – THE GREAT AWAKENING: THE FUTURE OF HUMANITY AND THE RETURN TO LOVE An exploration of humanity's collective development, the lessons of ancient civilisations, the symbolism of the Four Guardians, the relationship between knowledge and spiritual wisdom, the protection of creation, the education of future generations and the fulfilment of the Five Commandments of Love through peaceful, voluntary and compassionate action.

ENKI

BOOK XVIII – THE GREAT AWAKENING: THE FUTURE OF HUMANITY AND THE RETURN TO LOVE The awakening of consciousness, the restoration of balance and humanity's responsibility towards the future of creation.

By Counsellor Tomass J. Wood From the waters of creation to the Garden of Eden, from the awakening of Adam and Eve to the journey of Jayzee, ENKI has explored the relationship between knowledge, consciousness, spiritual understanding and love.

The Great Awakening represents humanity's opportunity to bring these teachings together.

It is not a prophecy of destruction, a prediction of an approaching supernatural event or a demand that humanity follow one spiritual leader. It represents a philosophical awakening through education, compassion, curiosity, personal responsibility and the recognition of our interconnected existence.

Humanity has learned much about creation.

Its next great responsibility is learning how to live within it.

PART ONE – THE AWAKENING OF HUMANITY

Chapter 488 – The Sleeping Civilisation Humanity has developed extraordinary abilities throughout its existence.

It has constructed cities, crossed oceans, developed medicines, explored the heavens and created technologies capable of sharing knowledge across enormous distances.

Yet despite these achievements, humanity continues struggling with many of the difficulties experienced by its earliest civilisations.

Greed.

Jealousy.

Fear.

Cruelty.

Prejudice.

The misuse of authority.

Within ENKI, the sleeping civilisation represents a society that has developed considerable knowledge without developing an equal understanding of its moral responsibilities.

It possesses the ability to provide nourishment, yet hunger remains.

It possesses the ability to educate, yet many individuals remain excluded from meaningful learning.

It possesses the ability to communicate, yet misunderstanding continues dividing communities.

The Great Awakening begins when humanity recognises the difference between technological advancement and moral development.

A civilisation can become more powerful without becoming more compassionate.

True progress requires both knowledge and wisdom.

Chapter 489 – The Awakening Within the Garden Within the creation mythology of ENKI, Adam and Eve encountered the awakening of consciousness within the Garden of Eden, spiritually associated with ancient Egypt.

Before their encounter with the Tree of Knowledge, their understanding remained limited.

Through curiosity and temptation, they encountered possibilities they had not previously understood.

Their awakening introduced the responsibilities accompanying knowledge.

The ability to recognise good and harmful behaviour.

The ability to consider consequences.

The ability to make increasingly complicated decisions.

Within ENKI, the Garden represents the beginning of humanity's moral journey.

The departure from innocence did not mean that humanity had become permanently unworthy of love.

It meant that humanity had entered a new stage of responsibility.

The Great Awakening represents a continuation of this journey.

Humanity must learn not merely how to acquire knowledge, but how to use it compassionately.

Chapter 490 – The Continuing Temptation of Lucy Within ENKI, Lucy represents temptation, manipulation and the pursuit of knowledge or power without sufficient wisdom.

The temptation associated with the Tree of Knowledge and the mushrooms within the Garden becomes a symbolic beginning of this continuing struggle.

Humanity encounters similar temptations throughout its development.

The temptation to accumulate wealth without considering others.

The temptation to manipulate information for personal advantage.

The temptation to use authority without accountability.

The temptation to believe that possessing knowledge makes somebody superior.

The temptation to pursue immediate gratification without considering consequences.

Lucy represents these possibilities within the original spiritual mythology of ENKI.

The purpose of recognising temptation is not to identify particular individuals as supernatural enemies.

It is to understand the choices humanity encounters within itself.

Every individual possesses opportunities to recognise temptation and respond responsibly.

Chapter 491 – The Awakening of Adam Adam's journey represents humanity's developing relationship with responsibility.

Within the Garden, he encountered companionship, knowledge and choice.

Through his experiences, humanity began recognising that individual decisions could influence the lives of others.

Within ENKI, the returning soul of Adam becomes associated with Jayzee.

Jayzee's journey introduces another stage of understanding.

He experiences poverty, affection, loss, curiosity and spiritual reflection.

Through these experiences, he gradually develops the teachings that become central to ENKI.

The awakening of Adam therefore represents more than the acquisition of knowledge.

It represents the development of compassion through experience.

Humanity must recognise that understanding another person's suffering creates opportunities to respond differently.

Knowledge becomes wisdom when it influences behaviour.

Chapter 492 – The Awakening of Eve Eve represents curiosity and the desire to understand creation.

Her journey reminds humanity that questions are not inherently dangerous.

Without questions, civilisation would struggle to develop.

Without curiosity, humanity would possess little understanding of medicine, agriculture, mathematics or the natural world.

Yet curiosity must remain accompanied by responsibility.

Within ENKI, David carries the returning soul associated with Eve.

This spiritual narrative explores the continuing relationship between curiosity, temptation, identity and personal freedom.

The awakening of Eve represents humanity's willingness to investigate what it does not understand.

However, investigation should remain open to evidence and correction.

The greatest expression of curiosity is not believing every possibility.

It is possessing the courage to examine possibilities honestly.

Chapter 493 – The Awakening of Jayzee Jayzee's awakening did not occur through wealth or political authority.

It developed through the experiences of his earthly journey.

Mary taught him practical knowledge.

Jo contributed towards his childhood understanding of family.

Aunty Em provided companionship and affection.

John encouraged him to question existence.

The loss of his parents introduced profound questions concerning suffering, mortality and love.

Through these experiences, Jayzee began developing his understanding of humanity.

He recognised the importance of caring for the body.

He recognised the significance of sharing food.

He recognised the need for forgiveness, communication and emotional understanding.

Within ENKI, Jayzee's awakening represents the development of wisdom through lived experience.

His teachings encourage humanity to recognise the extraordinary spiritual significance of ordinary kindness.

Chapter 494 – The Awakening of the Individual Before humanity can develop greater collective understanding, individuals must examine their own experiences.

What influences our thoughts?

What creates our emotional waves?

What relationships provide security?

What difficulties prevent us from communicating?

What beliefs have we inherited without examining them?

What behaviours might require change?

Within the Tom Tom Four Pillars, these questions provide foundations for personal reflection.

Awakening does not require extraordinary spiritual experiences.

It can begin through recognising a misunderstanding.

It can begin through discovering a healthier way of responding to anger.

It can begin through acknowledging a mistake.

It can begin through learning something previously unfamiliar.

The awakening of humanity begins through countless individual moments of understanding.

PART TWO – THE RETURN OF THE FOUR GUARDIANS

Chapter 495 – The Guardians of the Garden Within the original spiritual mythology of ENKI, four great guardians stood at the four corners of the Garden of Eden.

Each represented an important aspect of creation.

The crocodile-headed guardian represented water, wisdom and responsibility.

The lion guardian represented strength and protection.

The human guardian represented consciousness and understanding.

The guardian of the heavens represented the celestial mysteries.

Together, they represented the balance required for humanity to develop responsibly.

Within ENKI, one guardian is understood to have been altered into the form associated with the Great Sphinx, whilst another remains buried and has also been altered.

These interpretations belong to ENKI's spiritual mythology and are not established archaeological findings.

Their deeper significance concerns the principles they represent.

Humanity must rediscover the balance between wisdom, strength, consciousness and curiosity.

Chapter 496 – The Guardian of the Waters

In the imaginative landscape of ENKI, the guardian of the waters represents stewardship rather than worship. God alone is the Creator. Protecting rivers, oceans and clean drinking water is a practical expression of love.

Chapter 497 – The Guardian of the Lion The lion represents strength, courage and protection.

Throughout human history, lions have appeared within royal imagery, religious symbolism and cultural traditions.

Within ENKI, the lion guardian represents the responsibility accompanying strength.

The strongest individual should not automatically become the ruler of those possessing less strength.

Strength should provide protection.

Courage should encourage responsible action.

Authority should remain accountable.

A parent can use their strength to protect a child.

A government can use its resources to protect vulnerable communities.

A civilisation can use its knowledge to reduce suffering.

The lion guardian reminds humanity that strength becomes noble when it protects rather than dominates.

Chapter 498 – The Guardian of Human Understanding The human guardian represents consciousness, knowledge and the extraordinary possibilities of the mind.

Humanity possesses the ability to examine its own behaviour.

It can preserve knowledge.

It can imagine circumstances that do not yet exist.

It can recognise patterns and develop new explanations.

Yet the human mind also possesses limitations.

It can misunderstand information.

It can become influenced by fear.

It can develop inaccurate memories.

It can become attached to beliefs that require reconsideration.

Within ENKI, the guardian of human understanding reminds civilisation that intelligence must remain accompanied by humility.

The ability to think does not guarantee that every thought is accurate.

The ability to question does not guarantee that every alternative explanation is correct.

Humanity must continually develop its understanding.

Chapter 499 – The Guardian of the Heavens The guardian of the heavens represents humanity's fascination with the Sun, Moon, stars and mysteries of existence.

Throughout history, people have observed celestial patterns.

They have developed calendars.

They have navigated using the stars.

They have created spiritual stories inspired by the heavens.

Within ENKI, the celestial guardian represents curiosity concerning what exists beyond immediate experience.

The original cosmology of ENKI describes two mirrored realms, their firmaments and the surrounding waters of creation.

Modern astronomy describes the physical universe through extensive observational and scientific evidence.

These different forms of understanding should remain distinguishable.

The guardian of the heavens encourages humanity to explore both spiritual meaning and scientific knowledge without confusing their foundations.

The heavens remind humanity how much remains available to discover.

Chapter 500 – The Restoration of Balance The Four Guardians represent four responsibilities.

Wisdom.

Protection.

Understanding.

Curiosity.

When these responsibilities become separated, difficulties can develop.

Knowledge without compassion can become exploitation.

Strength without accountability can become oppression.

Curiosity without evidence can become misunderstanding.

Authority without humility can become dangerous.

Within ENKI, the restoration of the guardians represents the restoration of these principles within humanity.

It does not require the physical discovery or reconstruction of ancient monuments.

Their spiritual meaning can become visible through the behaviour of individuals and institutions.

Humanity restores wisdom when it uses knowledge responsibly.

It restores protection when it cares for vulnerable individuals.

It restores understanding when it welcomes different minds.

It restores curiosity when it remains willing to learn.

PART THREE – THE LESSONS OF ANCIENT CIVILISATIONS

Chapter 501 – Egypt and the Memory of Creation Ancient Egypt developed extraordinary achievements in architecture, agriculture, mathematics, medicine, administration and religious expression.

The Nile provided foundations through which communities developed.

Its seasonal changes influenced agriculture and civilisation.

Within ENKI, Egypt represents the spiritual landscape of the Garden of Eden.

Its monuments become reminders of humanity's longstanding fascination with creation, death, consciousness and eternity.

Yet ancient Egypt should also be understood through archaeological evidence and historical investigation.

Its civilisation developed through many generations of human knowledge and labour.

Humanity should preserve its monuments, examine its writings and respect its cultural heritage.

The greatness of ancient Egypt provides opportunities to appreciate what humanity has achieved and what it may yet discover.

Chapter 502 – Ancient Civilisations and Wisdom

Ancient communities developed writing, agriculture and practical knowledge. We can learn from their achievements without adopting their religious practices. Christian wisdom calls us to use what we learn to serve others and care for creation.

Chapter 503 – The Rise and Decline of Civilisations Throughout history, civilisations have developed, expanded, transformed and sometimes collapsed.

Environmental changes have influenced their survival.

Economic difficulties have affected their stability.

Conflict has damaged their communities.

Political decisions have shaped their development.

Within ENKI, these experiences remind humanity that no civilisation possesses guaranteed permanence.

Extraordinary buildings do not guarantee lasting security.

Military strength does not guarantee peace.

Wealth does not guarantee fairness.

Technological advancement does not guarantee environmental sustainability.

A civilisation must continually examine the conditions upon which its existence depends.

The greatest protection against decline may include responsible leadership, adaptable institutions, reliable knowledge and cooperation between communities.

Chapter 504 – Knowledge That Must Not Be Forgotten Humanity has inherited practical knowledge from countless generations.

Agricultural methods.

Craftsmanship.

Music.

Architecture.

Language.

Medicine.

Mathematics.

Some traditional practices remain valuable.

Others require improvement through modern knowledge.

Within ENKI, humanity should preserve useful knowledge whilst remaining willing to examine its effectiveness.

Ancient agricultural practices may provide insights into soil management.

Traditional craftsmanship may provide sustainable approaches to construction and repair.

Historical accounts may reveal the consequences of particular social decisions.

The past contains opportunities for learning rather than automatic answers to every modern question.

Humanity should preserve its inheritance without becoming imprisoned within it.

Chapter 505 – The Monuments of Tomorrow Ancient civilisations constructed monuments that continue inspiring humanity.

Their temples, pyramids, sculptures and buildings reveal extraordinary organisation and creativity.

Yet the monuments of future civilisation need not consist exclusively of stone.

A school that transforms educational opportunities can become a monument to understanding.

A hospital that provides compassionate care can become a monument to protection.

A restored forest can become a monument to environmental responsibility.

A community that reduces hunger can become a monument to cooperation.

Within ENKI, humanity is encouraged to consider what achievements future generations will value.

Perhaps the greatest monuments will not be those that demonstrate how powerful humanity became.

Perhaps they will be those that demonstrate how compassionately humanity used its power.

PART FOUR – THE AWAKENING OF KNOWLEDGE

Chapter 506 – The Second Tree of Knowledge Within ENKI, the original Tree of Knowledge represents humanity's awakening to understanding and responsibility.

Modern civilisation has encountered another extraordinary expansion of knowledge.

Through libraries, universities, scientific research and digital technology, information has become available on a scale previously unimaginable.

Humanity can investigate ancient civilisations.

It can examine the structure of living organisms.

It can communicate across continents.

It can develop artificial intelligence capable of processing extensive information.

This modern expansion of knowledge represents a symbolic Second Tree.

Yet its challenges resemble those of the first.

Will humanity use its knowledge wisely?

Will it recognise the consequences of its discoveries?

Will it distinguish reliable information from deception?

The Second Tree of Knowledge provides opportunities for extraordinary progress, accompanied by equally important responsibilities.

Chapter 507 – The Temptation of Unlimited Information Access to information does not automatically produce understanding.

Humanity can encounter accurate research alongside misleading claims.

It can encounter genuine historical discoveries alongside imaginative interpretations.

It can encounter carefully examined evidence alongside emotionally persuasive speculation.

Within ENKI, the temptation of unlimited information concerns the desire to accept whatever appears most convincing or personally meaningful.

Questioning Brian must work alongside Learning Brian.

Curiosity must remain accompanied by examination.

Humanity should ask where information originated.

It should consider whether independent evidence supports it.

It should recognise when an explanation remains uncertain.

The ability to access information becomes most valuable when accompanied by the ability to evaluate it.

Chapter 508 – The Courage to Question Ourselves Humanity frequently encourages questioning of other individuals.

Yet questioning our own understanding can become considerably more difficult.

We may become emotionally attached to particular explanations.

We may fear that changing our beliefs will influence our identity.

We may worry that acknowledging a mistake will diminish our credibility.

Within ENKI, genuine curiosity must include the willingness to examine ourselves.

A person seeking truth should remain willing to discover that their previous understanding was incomplete.

A teacher should remain willing to learn from a student.

A scientist should remain willing to examine new evidence.

A spiritual individual should remain willing to acknowledge uncertainty.

Changing an understanding in response to stronger evidence represents development rather than defeat.

Chapter 509 – The Responsibility of Scientific Discovery Scientific discoveries have transformed humanity's ability to understand and influence creation.

Medical research has developed treatments.

Engineering has improved infrastructure.

Agricultural research has supported food production.

Astronomy has expanded humanity's understanding of the physical universe.

Within ENKI, these achievements represent the possibilities of curiosity guided by systematic investigation.

However, scientific knowledge must remain accompanied by ethical responsibility.

Research should respect the dignity of participants.

Technological development should consider safety.

Environmental consequences should be examined.

Important discoveries should be communicated accurately.

The purpose of understanding creation should include protecting the life that exists within it.

Chapter 510 – The Awakening of Artificial Intelligence Artificial intelligence represents another significant development within humanity's technological journey.

It can support communication, research, education and creativity.

It can help individuals organise information and explore unfamiliar ideas.

It can provide accessible pathways for people who experience difficulties with conventional methods of communication.

Yet artificial intelligence can also produce mistakes, reinforce biases and generate convincing but inaccurate explanations.

Within ENKI, humanity must recognise that intelligence and wisdom are not identical.

Technology should remain subject to responsible human oversight.

Its outputs should be examined.

Its use should respect privacy and individual freedom.

Its development should consider the consequences for future generations.

Artificial intelligence can become a powerful bridge of understanding, but humanity remains responsible for determining how that bridge is used.

Chapter 511 – Knowledge Belongs to the Future Every generation receives knowledge from those who came before it.

It also possesses responsibilities towards those who will follow.

Within ENKI, humanity should develop systems through which valuable knowledge can be preserved and shared.

Libraries should remain accessible.

Education should encourage curiosity.

Scientific research should be communicated responsibly.

Practical skills should be passed between generations.

Digital information should be preserved with consideration for accuracy and privacy.

Humanity should not allow valuable understanding to disappear simply because its original discoverers are no longer present.

Knowledge becomes part of the continuing circle of creation.

Its greatest value may emerge through discoveries that future generations develop from it.

PART FIVE – THE AWAKENING OF LOVE

Chapter 512 – Remembering the Teachings of Jayzee Throughout his travels, Jayzee encouraged people to recognise the importance of love.

He shared food.

He played his guitar.

He sang with his companions.

He encouraged cleanliness.

He taught forgiveness.

He helped people recognise the importance of caring for one another.

Within ENKI, his teachings were not intended to remain confined within ceremonies or written commandments.

They were intended to influence ordinary existence.

Humanity should therefore remember Jayzee through practical compassion.

A hungry person needs nourishment.

A frightened child needs protection.

An isolated individual needs opportunities for connection.

A person experiencing illness needs appropriate care.

The awakening of love occurs when spiritual teachings become visible through behaviour.

Chapter 513 – The End of Unnecessary Hatred Hatred frequently develops through fear, misunderstanding, prejudice and experiences of harm.

It can become strengthened through repeated exposure to hostile information.

It can influence how individuals interpret the behaviour of others.

It can become part of the identity of entire communities.

Within ENKI, humanity is encouraged to examine the origins of hatred without excusing harmful behaviour.

Understanding why hatred develops can help communities address its causes.

Education can challenge prejudice.

Communication can reduce misunderstanding.

Justice can address wrongdoing.

Appropriate boundaries can protect individuals.

Compassion can create opportunities for change.

The end of unnecessary hatred does not require humanity to abandon disagreement or accountability.

It requires recognising that cruelty should not become the foundation of our response to cruelty.

Chapter 514 – The Awakening of Compassion Compassion begins when humanity recognises that another individual's suffering matters.

It becomes meaningful when that recognition influences behaviour.

A person may understand that somebody is hungry.

Compassion encourages consideration of how nourishment might be provided.

A person may understand that a child is struggling.

Compassion encourages examination of what support might help.

A person may understand that somebody experiences isolation.

Compassion encourages opportunities for connection.

Within ENKI, compassion is not merely an emotional experience.

It is a relationship between understanding and responsible action.

Humanity cannot personally resolve every difficulty.

Yet every individual can consider the opportunities available within their own circumstances.

Chapter 515 – Love Without Expectation of Reward Humanity sometimes practises generosity in the expectation of recognition.

It may provide assistance hoping to receive loyalty.

It may offer affection hoping to obtain control.

It may perform charitable acts hoping to improve its reputation.

Within ENKI, love should not become a transaction through which another person's freedom is purchased.

A gift should not create an obligation to provide affection.

Assistance should not require spiritual obedience.

Generosity should not become an instrument of manipulation.

The individual receiving kindness retains their dignity and independence.

Love becomes most meaningful when its purpose is the wellbeing of those receiving it.

Chapter 516 – The Awakening of Forgiveness Forgiveness can provide opportunities for individuals to develop peace following experiences of wrongdoing.

However, it should remain a personal choice.

Within ENKI, humanity is encouraged to recognise the difference between forgiveness and the removal of accountability.

A person may forgive whilst continuing to seek justice.

They may forgive whilst maintaining protective boundaries.

They may forgive without restoring a relationship.

They may also require considerable time before forgiveness becomes something they wish to consider.

Nobody should be spiritually condemned because they struggle to forgive.

The awakening of forgiveness represents the possibility of developing a future that is not entirely governed by past harm.

It should never become another source of pressure upon those who have suffered.

Chapter 517 – The Awakening of Humility Humanity possesses extraordinary abilities, yet its understanding remains incomplete.

No individual possesses complete knowledge.

No civilisation has resolved every difficulty.

No spiritual tradition can independently demonstrate every claim concerning eternity.

Within ENKI, humility represents recognition of these limitations.

Humility does not require denying our abilities.

It requires recognising that our abilities do not make us superior in fundamental worth.

A leader can possess knowledge whilst learning from others.

A teacher can possess expertise whilst acknowledging uncertainty.

A spiritual individual can possess conviction whilst respecting disagreement.

Humility creates opportunities for cooperation because it allows humanity to recognise the contributions of others.

PART SIX – THE AWAKENING OF THE CHILDREN

Chapter 518 – The Children of Tomorrow Every child enters a world shaped by decisions made before their birth.

They inherit educational systems.

They inherit environmental conditions.

They inherit cultural traditions.

They inherit the knowledge and misunderstandings of previous generations.

Within ENKI, the children of tomorrow represent humanity's greatest responsibility.

They should receive opportunities to discover their abilities.

They should experience protection and appropriate care.

They should learn how to understand their minds and emotions.

They should develop practical knowledge.

They should encounter opportunities for creativity and exploration.

The Great Awakening cannot be achieved by demanding that children repeat the beliefs of adults.

It must involve preparing children to develop their own understanding responsibly.

Chapter 519 – Raising Curious Children Curiosity provides an important foundation for learning.

A child watching insects may begin exploring biology.

A child examining shadows may begin exploring light.

A child building a bridge may begin exploring engineering.

A child asking questions about music may begin exploring mathematics, sound and creativity.

Within the Tom Tom Universe, Curious Brian represents these opportunities.

Adults should encourage children to investigate safely.

They should provide explanations appropriate to their development.

They should acknowledge when they do not know an answer.

They should help children discover reliable sources of information.

Curiosity becomes stronger when children recognise that questions are welcome.

The awakening of humanity begins partly through protecting the curiosity of childhood.

Chapter 520 – Raising Emotionally Understanding Children Children encounter emotional waves before they possess the language necessary to describe them.

They may experience frustration, fear, excitement, sadness and uncertainty.

Adults frequently influence how children learn to understand these experiences.

Within the Tom Tom Four Pillars, Waves provides a framework through which children can explore emotions.

They can learn that feelings change.

They can recognise circumstances that contribute towards overwhelm.

They can discover strategies that support regulation.

They can learn that emotions do not automatically justify harmful behaviour.

The purpose of emotional education is not to eliminate difficult feelings.

It is to help children develop understanding and appropriate responses.

An emotionally aware generation may become better equipped to build compassionate relationships.

Chapter 521 – Raising Children Who Understand Connection Children develop their understanding of relationships through everyday experiences.

They observe how adults communicate.

They discover whether their needs receive consideration.

They learn how disagreements are managed.

They encounter friendship, disappointment and belonging.

Within ENKI, Circles encourages children to recognise different forms of connection.

They can learn about family, friendship and community.

They can understand personal boundaries.

They can recognise that people possess different needs.

They can discover the importance of consent and safety.

Children should learn that love does not require accepting harmful behaviour.

They should also learn that their own actions influence the wellbeing of others.

Healthy circles provide foundations for future relationships.

Chapter 522 – Raising Children Who Build Bridges Communication provides children with opportunities to express their needs, develop friendships and participate in education.

Yet children possess different communication abilities.

Some communicate confidently through speech.

Some require additional processing time.

Some communicate through pictures, signs, writing or assistive technology.

Within the Tom Tom Universe, Bridges encourages adults to provide accessible communication pathways.

Children should learn to recognise different perspectives.

They should develop opportunities for cooperation.

They should understand how to ask for assistance.

They should learn that disagreement does not automatically require hostility.

A generation of bridge builders could contribute towards communities that recognise difference without unnecessary exclusion.

Chapter 523 – The Schools of Tomorrow The schools of tomorrow should combine established educational knowledge with continuing investigation into accessibility and learning.

They should encourage literacy, mathematics, science, history, creativity and practical abilities.

They should recognise emotional wellbeing.

They should support neurodivergent learners.

They should provide appropriate opportunities for physical activity and exploration.

They should encourage independent thinking.

Within ENKI, the Four Pillars offer one proposed framework through which these aspirations can be explored.

Its effectiveness should be examined through independent research, educational outcomes and the experiences of learners.

Schools should remain willing to develop their approaches when evidence reveals opportunities for improvement.

The greatest school is not necessarily the one that produces the highest examination results alone.

It is one that helps its learners develop knowledge, confidence, responsibility and meaningful opportunities.

Chapter 524 – Teaching Without Indoctrination Children possess the right to develop their understanding of existence.

Families may introduce spiritual traditions.

Schools may teach religious education.

Communities may share cultural beliefs.

However, children should gradually receive opportunities to examine different perspectives.

Within ENKI, spiritual stories should be presented honestly as spiritual stories.

Scientific discoveries should be presented through reliable evidence.

Historical claims should be examined through appropriate sources.

Children should be encouraged to distinguish imagination, belief and established knowledge.

The Five Commandments of Love can provide opportunities for moral reflection without requiring children to accept every theological interpretation within ENKI.

The purpose of education is to develop understanding, not manufacture unquestioning followers.

PART SEVEN – THE AWAKENING OF CREATION

Chapter 525 – The Waters Cry for Protection Water sustains humanity and the wider natural world.

Yet pollution, overuse and environmental changes can damage the systems upon which communities depend.

Within ENKI, the waters of creation possess profound spiritual significance.

They surround the mirrored realms within its original cosmology.

They represent emotional Waves.

They represent continuity and transformation.

Protecting water within the physical world becomes an expression of these spiritual principles.

Humanity should protect rivers.

It should maintain safe drinking water.

It should reduce unnecessary pollution.

It should examine how agricultural and industrial practices influence water quality.

The spiritual reverence of water becomes meaningful through practical environmental responsibility.

Chapter 526 – The Awakening of the Living Land Land provides the foundation for agriculture, housing and ecosystems.

Yet its ability to sustain life can become damaged through irresponsible management.

Soil can lose fertility.

Habitats can become fragmented.

Pollution can influence water and food production.

Within ENKI, humanity should recognise land as an inheritance rather than an unlimited possession.

Responsible agriculture should consider soil health.

Development should consider environmental consequences.

Communities should preserve meaningful green spaces.

Scientific research should support sustainable land management.

The awakening of the living land represents humanity's recognition that its own future depends upon the environments it protects.

Chapter 527 – The Forests of Creation Forests provide habitats for countless organisms.

They influence water cycles, store carbon and contribute towards environmental stability.

They also provide opportunities for human recreation, education and reflection.

Within ENKI, forests represent the extraordinary interconnected nature of creation.

A tree depends upon relationships with soil, water, sunlight and other organisms.

A woodland provides environments in which numerous forms of life can develop.

Humanity should learn from these relationships.

It should recognise that healthy systems frequently depend upon cooperation and diversity.

Protecting forests becomes an expression of responsibility towards both present and future life.

Chapter 528 – The Animals of Creation Humanity shares its physical existence with countless other forms of life.

Animals possess different abilities, needs and ways of interacting with their environments.

Some provide companionship.

Some contribute towards ecological processes.

Some live in environments rarely encountered by humanity.

Within ENKI, animals belong within the great circle of creation.

Their welfare should receive consideration.

Their habitats should be protected.

Children should learn to interact with them respectfully.

Humanity should examine practices that cause unnecessary suffering.

The ability to influence another creature's existence creates responsibility towards it.

The Fifth Commandment of Love extends beyond human relationships.

Chapter 529 – The Responsibility of Consumption Modern civilisation produces enormous quantities of goods.

These goods can provide comfort, security and opportunities.

Yet their production requires energy, materials and labour.

Their disposal can influence the environment.

Within ENKI, humanity should examine the relationship between consumption and responsibility.

Can an object be repaired rather than immediately replaced?

Can unnecessary waste be reduced?

Can resources be used more efficiently?

Can products be designed to remain useful for longer?

Individuals, businesses and governments possess different opportunities to influence these circumstances.

The awakening of consumption does not require humanity to abandon every modern convenience.

It requires recognising that convenience possesses consequences.

Chapter 530 – Creation Does Not Belong to One Generation Humanity frequently makes decisions according to immediate needs.

Yet environmental consequences can continue long after the original decision.

A damaged ecosystem may require generations to recover.

Pollution can remain within environments.

The loss of biodiversity can become permanent.

Within ENKI, every generation possesses responsibilities towards those who will follow.

The children of tomorrow deserve access to clean water.

They deserve environments capable of supporting life.

They deserve opportunities to explore the natural world.

They deserve knowledge that helps them protect creation.

Humanity should recognise that the future cannot defend its interests within present decisions.

Those responsibilities belong to the generations currently living.

PART EIGHT – THE AWAKENING OF CIVILISATION

Chapter 531 – The Awakening of Wealth Wealth provides humanity with opportunities to influence the conditions of existence.

It can establish businesses.

It can support research.

It can provide housing.

It can fund education.

It can contribute towards environmental protection.

Within ENKI, the awakening of wealth represents a change in how humanity understands financial resources.

Wealth should remain accompanied by responsibility.

Investment should be guided by evidence.

Businesses should remain financially sustainable.

Generosity should consider genuine needs.

No spiritual aspiration removes the requirement for careful financial planning.

The purpose of wealth should extend beyond accumulation towards the opportunities it can responsibly create.

Chapter 532 – The Awakening of Business Businesses contribute towards the organisation of modern civilisation.

They provide goods, services and employment.

They develop technologies.

They connect producers with consumers.

Within ENKI, business should recognise the relationships upon which its success depends.

Employees contribute their abilities.

Customers provide income.

Suppliers provide resources.

Communities provide environments within which businesses operate.

The natural world provides materials and energy.

Responsible business should consider these interconnected circles.

Profit can support stability and development, whilst ethical practices can help protect those affected by commercial activity.

The awakening of business represents the recognition that financial success and social responsibility need not be opposing objectives.

Chapter 533 – The Awakening of Housing Housing provides foundations for security, privacy and belonging.

Yet inadequate housing can influence physical health, education, employment and emotional wellbeing.

Within ENKI, the awakening of housing encourages humanity to consider the experiences of residents alongside the financial structures through which homes are provided.

Property should be maintained responsibly.

Accommodation should meet appropriate safety standards.

Accessibility should receive consideration.

Housing policies should examine affordability and long-term sustainability.

Different ownership models may contribute towards these objectives.

The purpose of housing should include creating environments in which people possess opportunities to develop their lives with dignity.

Chapter 534 – The Awakening of Healthcare Healthcare represents humanity's collective ability to respond to illness and suffering.

Within ENKI, the awakening of healthcare involves recognising the individual beneath the medical condition.

Patients deserve accessible communication.

They deserve appropriate treatment.

They deserve consideration of their physical and emotional needs.

Healthcare professionals deserve training, resources and support.

Medical decisions should remain guided by evidence and appropriate clinical expertise.

Prevention should receive consideration alongside treatment.

The spiritual significance of life becomes visible through the practical care humanity provides when life becomes vulnerable.

Chapter 535 – The Awakening of Justice Justice should provide protection against wrongdoing and the misuse of power.

Yet justice requires reliable information, fair procedures and independent examination.

Within ENKI, the awakening of justice represents the commitment to protect dignity throughout these processes.

People raising concerns should receive appropriate opportunities to be heard.

Those facing allegations should receive fair consideration.

Children should receive protection guided by their welfare.

Institutions should remain accountable.

Mistakes should be capable of correction through appropriate procedures.

Justice should not depend upon the wealth, popularity or spiritual beliefs of those involved.

The awakening of justice occurs when humanity recognises that fairness must remain important even during its most difficult disagreements.

Chapter 536 – The Awakening of Leadership Leadership provides opportunities to influence the direction of communities and institutions.

Within ENKI, the awakening of leadership represents a movement from personal entitlement towards public responsibility.

Leaders should remain willing to listen.

They should communicate honestly.

They should recognise their limitations.

They should accept appropriate oversight.

They should encourage the development of those they serve.

No leader should demand unquestioning obedience through claims of spiritual superiority.

Authority should remain grounded in lawful responsibilities, competence and accountability.

The greatest achievement of leadership is not the creation of dependence.

It is the development of communities capable of participating in their own future.

Chapter 537 – The Awakening of Government Governments influence the conditions through which millions of individuals experience existence.

Their decisions concern healthcare, education, housing, employment, justice and environmental protection.

Within ENKI, the awakening of government encourages the examination of these responsibilities through compassion and evidence.

Public resources should be managed responsibly.

Citizens should possess meaningful opportunities to participate.

Political disagreement should remain protected.

Institutions should be accountable.

Decisions should consider their long-term consequences.

No government can eliminate every difficulty.

However, governments can continually examine whether their policies contribute towards the wellbeing and freedom of their inhabitants.

The Kingdom of Love should inspire responsible public service rather than compulsory spiritual government.

PART NINE – THE AWAKENING OF SPIRITUALITY

Chapter 538 – God Beyond the Walls of Religion Throughout history, humanity has developed temples, churches, mosques, synagogues and other sacred environments.

These places can provide opportunities for worship, community and spiritual reflection.

Yet spiritual meaning need not remain confined within particular buildings.

Within ENKI, divine love can be contemplated through the natural world, relationships, creativity and compassion.

A parent comforting a child may express love.

A stranger helping somebody experiencing difficulty may express love.

A scientist developing a treatment may contribute towards the protection of creation.

A teacher helping a learner discover confidence may contribute towards understanding.

Different religious traditions interpret these experiences differently.

Within ENKI, their shared significance lies partly in the recognition that spiritual values can become visible throughout ordinary existence.

Chapter 539 – The Freedom to Discover God Humanity possesses different understandings of God.

Some believe in one divine creator.

Some recognise multiple divine forms.

Some understand divinity through consciousness or nature.

Some remain uncertain.

Some do not believe in God.

Within ENKI, spiritual freedom should protect these different positions.

No individual should be forced to declare a belief they do not possess.

No child should be frightened into accepting a spiritual explanation.

No adult should be deprived of dignity because they question religious teachings.

The search for God should remain open to reflection, curiosity and personal freedom.

Love becomes more meaningful when it respects the ability of others to develop their own understanding.

Chapter 540 – The Return to the Teachings of Love Throughout numerous spiritual traditions, humanity has encountered teachings concerning compassion, generosity, responsibility and the protection of life.

Yet religious disagreements have sometimes overshadowed these shared moral concerns.

Within ENKI, the return to love represents an opportunity to reconsider the purpose beneath spiritual teachings.

Does a belief encourage compassion?

Does it respect individual dignity?

Does it encourage truthfulness?

Does it protect vulnerable individuals?

Does it create opportunities for understanding?

Different traditions may answer these questions through different theological foundations.

Humanity does not need to eliminate those differences.

It can recognise opportunities for cooperation whilst respecting the distinct identities of its spiritual traditions.

Chapter 541 – The Teacher Is Not the Teaching Throughout history, individuals have become associated with important philosophical and spiritual teachings.

Their lives may inspire communities.

Their words may influence generations.

Yet humanity should distinguish between appreciating a teaching and granting its teacher unlimited authority.

Within ENKI, Jayzee represents the spiritual message of love.

John represents guidance.

The Four Guardians represent balance.

The Four Pillars represent understanding.

Their significance should encourage humanity to develop its own responsibilities.

No modern individual becomes exempt from accountability through association with these teachings.

A spiritual teacher should remain willing to be questioned.

Their behaviour should remain open to appropriate examination.

The message of love should never become an instrument through which its messenger gains control over others.

Chapter 542 – The Great Awakening Is Not a War Humanity has frequently imagined spiritual transformation through conflict between opposing forces.

Within ENKI, the Great Awakening should not become an invitation to wage war against those possessing different beliefs.

It does not require identifying hidden enemies.

It does not require overthrowing institutions through violence.

It does not require dividing humanity into spiritually superior and inferior groups.

The awakening represents education.

It represents peaceful cooperation.

It represents compassion.

It represents lawful accountability.

It represents the protection of life.

Humanity should challenge harmful behaviour through responsible and appropriate means.

The Great Awakening must remain consistent with the Five Commandments of Love.

A civilisation cannot establish compassion through the deliberate abandonment of compassion.

Chapter 543 – The Great Awakening Is Not a Date Throughout history, individuals have predicted particular moments when humanity would experience extraordinary spiritual transformation.

Many such predictions have passed without the anticipated events occurring.

Within ENKI, the Great Awakening does not require a predetermined date.

It does not require celestial signs to establish that humanity must act.

It does not depend upon the arrival of one individual possessing every answer.

It can begin whenever somebody develops understanding.

It can begin whenever a community improves its treatment of vulnerable individuals.

It can begin whenever an institution acknowledges a mistake.

It can begin whenever knowledge becomes available to somebody previously excluded from it.

The awakening is not something humanity must wait to witness.

It is something humanity can gradually contribute towards.

PART TEN – THE FOUR PILLARS OF THE GREAT AWAKENING

Chapter 544 – The Awakening of Brian's The First Pillar encourages humanity to understand its mind.

Curious Brian encourages exploration.

Questioning Brian encourages examination.

Learning Brian encourages development.

Imagination Brian encourages creativity.

Safety Brian encourages protection.

Worry Brian encourages consideration of uncertainty.

Sensitive Brian encourages recognition of individual experiences.

Kindness Brian encourages compassion.

Hope Brian encourages recognition of future possibilities.

Together, these educational characters provide opportunities to explore different aspects of human experience.

Within the Great Awakening, Brian's represents the development of a civilisation that values knowledge whilst recognising the limitations of its understanding.

Humanity must learn how to think, not merely what to think.

Chapter 545 – The Awakening of Waves The Second Pillar encourages humanity to understand its emotional experiences.

Fear can influence decisions.

Anger can influence behaviour.

Jealousy can damage relationships.

Sadness can influence motivation.

Hope can encourage development.

Affection can create connection.

Within the Great Awakening, Waves represents a civilisation that recognises emotional wellbeing as an important part of human existence.

Children should receive opportunities to understand their feelings.

Adults should have access to appropriate support.

Communities should recognise the consequences of trauma and exclusion.

Institutions should consider how their decisions influence human wellbeing.

Humanity should not attempt to eliminate every emotional wave.

It should develop healthier ways of navigating them.

Chapter 546 – The Awakening of Circles The Third Pillar encourages humanity to understand its relationships and connections.

Every individual belongs within multiple circles.

Family.

Friendship.

Education.

Employment.

Community.

Civilisation.

Creation.

Within the Great Awakening, Circles represents the recognition that human decisions influence circumstances beyond the individual.

A healthy circle provides belonging without ownership.

It provides security without unnecessary control.

It provides cooperation without demanding identical beliefs.

It recognises boundaries whilst encouraging meaningful connection.

Humanity should strengthen the circles through which individuals receive care, education, protection and opportunities.

Chapter 547 – The Awakening of Bridges The Fourth Pillar encourages humanity to develop understanding between different experiences.

Bridges connect different minds.

They connect generations.

They connect cultures.

They connect communities.

They connect knowledge with practical action.

Within the Great Awakening, Bridges represents the creation of accessible pathways towards participation.

Education should become more accessible.

Communication should recognise individual differences.

Technology should support independence.

Communities should create opportunities for cooperation.

Institutions should communicate clearly and remain accountable.

Humanity does not need every individual to become identical.

It needs pathways through which different individuals can understand and cooperate with one another.

Chapter 548 – The Four Pillars Become One Brian's without Waves may produce knowledge without emotional understanding.

Waves without Circles may produce emotional awareness without secure relationships.

Circles without Bridges may produce belonging within groups that remain isolated from one another.

Bridges without Brian's may provide communication without sufficient understanding.

Within ENKI, the Four Pillars become strongest when they work together.

Understand yourself.

Understand your feelings.

Understand your connections.

Understand one another.

These four principles provide the philosophical and educational foundation of the Tom Tom Universe.

The Five Commandments of Love provide the moral direction through which that understanding can become responsible behaviour.

Together, they represent the central practical message of the Great Awakening.

PART ELEVEN – THE PROMISE OF TOMORROW

Chapter 549 – One Person Can Begin Humanity sometimes becomes overwhelmed by the scale of the difficulties it encounters.

An individual may wonder whether their actions possess any significance.

Yet meaningful change frequently begins through individual contributions.

A teacher develops a new educational resource.

A scientist investigates a problem.

A parent chooses a healthier response.

A community member establishes a support project.

A business owner improves working conditions.

Within ENKI, one individual can contribute towards change without needing to control its entirety.

Their work may encourage others.

Their discoveries may provide foundations for future developments.

Their kindness may influence relationships beyond their immediate understanding.

The Great Awakening belongs to everybody willing to contribute towards it.

Chapter 550 – The World Within One Hundred Years Imagine the world that humanity might create over the next century.

Schools could provide increasingly accessible education.

Medical research could reduce suffering associated with numerous illnesses.

Technologies could support communication and independence.

Communities could develop more sustainable environments.

Businesses could establish stronger relationships between financial success and social responsibility.

Humanity could improve its understanding of the natural world.

These possibilities are not guaranteed prophecies.

They represent opportunities that depend upon knowledge, resources, cooperation and responsible decisions.

Within ENKI, the future should remain something humanity approaches with curiosity and hope.

The children of today will contribute towards circumstances that their own ancestors could scarcely imagine.

Chapter 551 – The Inheritance of the Stars Every child represents another opportunity for humanity to develop.

Each possesses individual experiences, interests and possibilities.

Within the Tom Tom Universe, children can be understood symbolically as stars.

Each shines differently.

Each deserves recognition.

Each belongs within the greater circle of creation.

Humanity should not demand that every star shine with identical brightness or in identical colours.

Some children will discover extraordinary academic abilities.

Some will discover practical craftsmanship.

Some will develop creativity.

Some will require substantial support.

Their worth remains independent of these differences.

The inheritance humanity provides its stars should include love, security, knowledge and freedom.

Chapter 552 – The Final Lesson of the Garden Within ENKI, humanity began its spiritual journey within the Garden of Eden.

The waters provided nourishment.

The guardians represented balance.

The Tree of Knowledge introduced responsibility.

Lucy represented temptation.

Adam and Eve represented the awakening of consciousness.

Through the centuries, humanity developed civilisations, technologies, spiritual traditions and extraordinary knowledge.

Yet the original question remains.

What will humanity choose to do with what it knows?

The return to the Garden represents a spiritual return to balance rather than a literal return to an ancient location.

Humanity can rediscover its relationship with nature.

It can develop greater understanding of itself.

It can recognise the importance of compassion.

The Garden becomes a reminder of what creation requires from those who inhabit it.

Chapter 553 – The Return of Love Within ENKI, the return of love does not depend upon the physical return of a particular spiritual teacher.

It occurs whenever humanity chooses to practise the principles of compassion.

When a child receives understanding instead of humiliation.

When a person receives care instead of abandonment.

When a disagreement receives examination instead of hatred.

When a community chooses cooperation instead of prejudice.

When knowledge becomes available to those who need it.

When strength becomes protection.

When wealth becomes opportunity.

When authority becomes responsibility.

These experiences represent the return of love within everyday existence.

The message of Jayzee continues through those who freely choose to practise it.

Chapter 554 – The Great Awakening The Great Awakening begins within the individual.

It develops through families.

It travels through education.

It strengthens through communities.

It becomes visible through institutions.

It continues through generations.

Within ENKI, humanity awakens when it recognises that knowledge alone cannot establish a compassionate civilisation.

It must understand its emotions.

It must recognise its connections.

It must build bridges between different experiences.

It must protect life.

It must remain willing to learn.

It must respect freedom.

The Great Awakening does not belong to one nation, one religion or one individual.

It belongs to humanity's continuing opportunity to develop wisdom.

Chapter 555 – The Promise of Creation Within the spiritual philosophy of ENKI, creation represents the extraordinary mystery within which existence becomes possible.

Humanity may continue exploring its beginnings.

It may continue questioning the nature of consciousness.

It may continue contemplating eternity.

It may continue discovering knowledge that transforms its understanding.

Yet throughout these discoveries, one responsibility remains.

Care for the life that exists within creation.

Care for yourself.

Care for others.

Care for the children.

Care for the animals.

Care for the waters.

Care for the lands.

Care for the knowledge humanity has inherited.

Care for the freedom of those who will follow.

The promise of creation is not a guarantee that humanity will never encounter suffering.

It is the recognition that humanity possesses opportunities to respond to existence through understanding, responsibility and love.

THE FIVE COMMANDMENTS OF LOVE

I. Love Yourself and Recognise Your Worth Recognise the dignity of your existence. Care for your mind, body and emotional wellbeing.

Understand your Brian's, navigate your Waves and allow yourself opportunities to learn, heal and grow.

II. Love Others as You Would Wish to Be Loved Recognise the dignity of every individual. Respect freedom, individuality and personal boundaries.

Build Circles of compassion, trust, security and belonging.

III. Speak Truthfully and Act With Kindness Seek understanding through curiosity, evidence and humility. Communicate honestly. Recognise the difference between knowledge, belief and imagination. Use your words and abilities to build Bridges rather than create unnecessary division.

IV. Forgive, Learn and Give People the Opportunity to Grow Recognise that humanity is continually developing.

Learn from mistakes, encourage accountability and create opportunities for meaningful change.

Respect safety and allow forgiveness to remain freely chosen.

V. Protect Life, Care for the World and Help Those in Need Protect children, vulnerable individuals, animals and the natural world. Use knowledge, wealth, technology and authority responsibly. Leave creation in a condition that allows future generations to flourish.

The Central Teaching of Book XVIII Humanity has awakened to knowledge.

Now it must awaken to wisdom.

Humanity has learned to construct extraordinary buildings.

Now it must learn to construct extraordinary communities.

Humanity has learned to accumulate wealth.

Now it must learn to use wealth responsibly.

Humanity has learned to communicate across enormous distances.

Now it must learn to understand the person standing beside it.

Humanity has learned to examine the heavens.

Now it must learn to appreciate the lands beneath its feet.

Remember the crocodile-headed guardian, and allow wisdom to guide your authority.

Remember the lion guardian, and allow strength to become protection.

Remember the human guardian, and allow consciousness to become understanding.

Remember the guardian of the heavens, and allow curiosity to remain accompanied by humility.

Remember Adam and Eve, and the responsibilities that accompanied knowledge.

Remember Mary and Jo, and the importance of childhood love.

Remember Aunty Em, and the compassion found within unexpected places.

Remember John, and the importance of asking questions.

Remember Jayzee, and the love he shared throughout his journey.

Remember Judas, and the consequences of allowing jealousy and ambition to overcome responsibility.

Remember that the greatest awakening does not require humanity to discover that it is superior.

It requires humanity to discover that it belongs.

One creation.

Countless souls.

Different minds.

Changing waters.

Interconnected circles.

Bridges of understanding.

Four Pillars.

Five Commandments.

One continuing responsibility.

Love.

Do not wait for somebody else to create the world you wish to inhabit.

Contribute what you reasonably can.

Do not demand that humanity follow you.

Help humanity discover its own abilities.

Do not seek greatness through the number of people who obey you.

Seek meaning through the kindness you contribute.

Protect the children.

Educate the minds.

Care for the vulnerable.

Respect the freedom of the soul.

Preserve the beauty of creation.

For the Great Awakening is not the ending of humanity.

It is the continuing beginning of humanity's understanding.

Next: BOOK XIX – THE FINAL COVENANT: THE BOOK OF LOVE, WISDOM AND THE ETERNAL PROMISE The concluding book of ENKI, bringing together the creation narrative, the two mirrored realms, the waters, the Four Guardians, Adam and Eve, Lucy, David, Jayzee, John, the journey of the soul, the Four Pillars and the Five Commandments of Love. It will conclude with the Covenant of

Love, spiritual reflections, words of wisdom, blessings for future generations and the final message of ENKI to humanity.

ENKI

BOOK XIX – THE FINAL COVENANT: THE BOOK OF LOVE, WISDOM AND THE ETERNAL PROMISE The concluding teachings of ENKI, bringing together creation, consciousness, the journey of the soul, the Four Pillars and the Five Commandments of Love.

By Counsellor Tomass J. Wood In the beginning, there was the mystery of creation.

From that mystery came the spiritual imagery of the waters, the heavens, the two mirrored realms and the lands upon which humanity would begin its journey.

Within the Garden stood the Four Guardians, representing the balance between wisdom, strength, consciousness and curiosity.

Through Adam and Eve came the awakening of knowledge.

Through Lucy came the lessons of temptation.

Through David and Jayzee came the spiritual teachings of reincarnation and the continuing journey of the soul.

Through Mary and Jo came the understanding of parental love.

Through Aunty Em came the recognition that kindness can be discovered within unexpected places.

Through John came the encouragement to question, explore and understand.

Through Jayzee came the teachings of compassion, forgiveness and the importance of love.

Through the Four Pillars came a pathway towards understanding ourselves and one another.

Through the Five Commandments came the moral foundation upon which humanity could build its future.

Now these teachings become one.

The Final Covenant represents the concluding spiritual philosophy of ENKI. Its creation mythology and teachings concerning the soul remain spiritual interpretations, whilst its principles of compassion, education, freedom and responsibility can be explored through everyday life.

PART ONE – REMEMBERING THE BEGINNING

Chapter 556 – Before the First Word Before humanity possessed language, there existed the mystery that humanity would eventually attempt to describe.

Before the first temple was constructed, there existed the natural world.

Before the first religious manuscript was written, humanity experienced affection, curiosity, fear and wonder.

Before humanity established names for God, it looked towards the heavens and questioned its existence.

Within ENKI, creation represents the beginning of every question.

Humanity has inherited the extraordinary opportunity to experience existence without necessarily understanding its ultimate origins.

The absence of complete understanding does not diminish the beauty of creation.

A child does not need to understand the chemistry of a flower to appreciate its colours.

A musician does not need to understand every aspect of consciousness to appreciate a beautiful melody.

Humanity does not need to resolve every mystery of eternity before recognising the importance of love.

Chapter 557 – The Waters of Creation Within the spiritual cosmology of ENKI, the waters existed throughout the foundations of creation.

They surrounded the realms.

They travelled between them.

They represented continuity, movement and the relationship between different forms of existence.

Water became the great spiritual symbol through which humanity could understand transformation.

The waters could become gentle.

They could become powerful.

They could nourish the lands.

They could remind humanity of the importance of balance.

Within our emotional existence, these waters became Waves.

Through Waves, humanity discovered a language for understanding happiness, sadness, anger, fear, excitement and hope.

The waters of creation therefore became a spiritual reflection of the waters within ourselves.

Humanity must learn to care for both.

Chapter 558 – The Two Mirrored Realms Within the original mythology of ENKI, creation contains two mirrored realms.

One exists above the other, with their orientations reversed.

The waters travel between them, whilst the heavens extend away from their central division.

Each realm possesses its own firmament within this spiritual model.

The Sun and Moon belong within the celestial imagery of these realms.

The surrounding ice boundaries and the possibility of lands beyond them represent further elements of ENKI's creation mythology.

These descriptions belong to the spiritual narrative rather than established physical geography or astronomy.

Their philosophical significance concerns the relationship between different perspectives.

What appears above from one position may appear below from another.

What appears unfamiliar to one individual may represent ordinary existence to another.

Humanity should remember that its own perspective does not contain the entirety of understanding.

Chapter 559 – The Garden of Eden Within ENKI, ancient Egypt represents the spiritual location of the Garden of Eden.

The Nile represents nourishment.

The fertile lands represent abundance.

The heavens represent mystery.

The guardians represent balance.

The Garden becomes the spiritual beginning of humanity's journey towards consciousness.

It represents a time before knowledge became separated from responsibility.

Before wealth became separated from compassion.

Before authority became separated from accountability.

The return to Eden does not require humanity to physically return to an ancient garden.

It requires humanity to rediscover the principles of balance, understanding and care for creation.

The Garden can become a spiritual image of the world humanity wishes to build.

Chapter 560 – The Four Guardians Remembered At the four corners of the Garden stood the guardians within ENKI's original creation narrative.

The crocodile-headed guardian held Enki in one hand and a sceptre in the other.

The lion guardian represented strength and protection.

The human guardian represented consciousness and understanding.

The celestial guardian represented the mysteries of the heavens.

Within the mythology, one guardian was altered and defiled into the form associated with the Sphinx, whilst another remains buried and has also been altered.

These interpretations remain part of ENKI's spiritual narrative rather than verified archaeological discoveries.

Their teachings nevertheless provide the foundation of an important philosophical covenant.

Let wisdom guide knowledge.

Let strength protect life.

Let consciousness develop understanding.

Let curiosity explore creation.

Humanity honours the guardians through the responsible practice of these principles.

PART TWO – THE COVENANT OF KNOWLEDGE

Chapter 561 – The Tree That Continues to Grow The Tree of Knowledge did not cease to possess meaning when Adam and Eve departed from the Garden.

Within ENKI, it continues growing through every generation of humanity.

Every discovery becomes another branch.

Every question becomes another seed.

Every meaningful lesson becomes another leaf.

Humanity has developed knowledge concerning medicine, mathematics, agriculture, engineering, communication and the physical universe.

Yet the responsibilities accompanying knowledge remain unchanged.

Knowledge can provide nourishment or become an instrument of exploitation.

It can create freedom or become an instrument of control.

It can protect life or contribute towards suffering.

The covenant of knowledge requires humanity to consider not only what it can discover, but what it should responsibly do with its discoveries.

Chapter 562 – Remembering Lucy Within ENKI, Lucy represents the figure of Lucifer and the temptation associated with the Tree of Knowledge.

Through the spiritual narrative involving David, the returning soul of Eve, and the mushrooms of the Garden, humanity encounters the relationship between curiosity and temptation.

Lucy represents the temptation to pursue possibilities without considering their consequences.

The temptation to possess power without accepting responsibility.

The temptation to obtain knowledge without developing wisdom.

The temptation to place personal desires above the wellbeing of others.

Humanity should not interpret every unfamiliar person or opposing belief as an expression of Lucy.

The teaching concerns the choices that exist within human behaviour.

Recognising temptation begins with examining ourselves.

Chapter 563 – The Covenant of Truth Truth provides a foundation upon which trust can develop.

Without truth, relationships become vulnerable.

Without truth, institutions struggle to remain accountable.

Without truth, education becomes unreliable.

Without truth, justice becomes difficult to achieve.

Within ENKI, humanity is encouraged to seek truth through curiosity, evidence and honest reflection.

It should distinguish between what it knows, what it believes and what it imagines.

It should remain willing to acknowledge uncertainty.

It should recognise that sincerity does not automatically establish accuracy.

The covenant of truth requires humanity to examine its own understanding as carefully as it examines the understanding of others.

Truth should never become an excuse for cruelty.

Neither should kindness become an excuse for deliberate dishonesty.

Chapter 564 – The Covenant of Wisdom Knowledge describes what humanity understands.

Wisdom concerns how humanity uses that understanding.

An individual may possess knowledge concerning another person's vulnerabilities.

Wisdom encourages them not to exploit those vulnerabilities.

An individual may possess financial resources.

Wisdom encourages consideration of how those resources can be used responsibly.

An individual may possess authority.

Wisdom encourages accountability and restraint.

Within ENKI, wisdom represents the relationship between knowledge, experience, humility and compassion.

The wisest individual is not necessarily the individual possessing the greatest number of answers.

It may be the individual who understands which questions remain unanswered.

Chapter 565 – The Freedom to Question Humanity should never surrender its curiosity.

Children should be permitted to ask questions.

Adults should be permitted to reconsider inherited beliefs.

Researchers should be permitted to examine established explanations.

Spiritual individuals should be permitted to explore uncertainty.

Within ENKI, the freedom to question belongs alongside the responsibility to examine evidence.

Questioning does not require hostility.

Disagreement does not require hatred.

Uncertainty does not require fear.

Even the teachings of ENKI should remain open to examination and interpretation.

A philosophy dedicated to understanding must never become frightened of sincere questions.

PART THREE – THE COVENANT OF THE SOUL

Chapter 566 – Adam and Eve Remembered Adam and Eve represent the awakening of humanity within the Garden.

Through their experiences, humanity encounters curiosity, companionship, temptation and responsibility.

Their journey represents the transition from innocence towards understanding.

Within ENKI, neither should become the permanent bearer of humanity's guilt.

Their spiritual significance concerns the beginning of a journey through which consciousness gradually develops.

Humanity continues encountering the same fundamental questions.

How should knowledge be used?

How should freedom be exercised?

How should relationships be protected?

How should mistakes become opportunities for growth?

The story of Adam and Eve remains meaningful because humanity continues learning these lessons.

Chapter 567 – David and the Returning Soul of Eve Within ENKI, David carries the returning soul associated with Eve.

Through this spiritual connection, the narrative explores the possibility that consciousness may experience different earthly identities.

The soul is not restricted within this mythology to one physical appearance or one earthly circumstance.

Its journey represents the continuing possibility of understanding.

Yet every earthly identity possesses its own dignity.

No belief concerning reincarnation should remove an individual's freedom to determine their present relationships, identity or future.

The covenant of the soul recognises connection without possession.

Every soul deserves the freedom to follow its own journey.

Chapter 568 – Jayzee and the Returning Soul of Adam Within ENKI, Jayzee carries the returning soul associated with Adam.

His journey provides a continuation of the lessons that began within the Garden.

Through childhood, he discovered affection.

Through poverty, he discovered the importance of sharing.

Through tragedy, he encountered the mysteries of suffering and mortality.

Through John, he explored questions concerning existence.

Through his travels, he discovered the extraordinary diversity of humanity.

His spiritual awakening became a journey towards compassion.

Within ENKI, Jayzee represents the possibility that understanding can develop through experience and reflection.

His greatest teaching was not that humanity must become identical to him.

It was that humanity should learn to recognise the value of life.

Chapter 569 – The Eternal Journey Remembered The journey of the soul remains one of the great mysteries of ENKI.

Reincarnation provides a spiritual interpretation through which existence may continue beyond one physical lifetime.

The reunion of souls provides an image of hope.

The loving arms of God provide an image of peace and belonging.

However, humanity should recognise that these remain matters of spiritual belief.

The present life is the life through which we can most directly demonstrate compassion.

Do not postpone happiness until another existence.

Do not neglect your body whilst contemplating the soul.

Do not abandon present responsibilities whilst searching for previous identities.

The covenant of eternity begins with protecting the life we possess today.

Chapter 570 – The Freedom of Every Soul Every individual deserves the opportunity to develop their own understanding.

They may choose different beliefs.

They may follow different educational pathways.

They may develop different relationships.

They may discover different purposes.

Within ENKI, the freedom of the soul represents the recognition that love cannot be established through ownership.

No individual possesses another person's soul.

No spiritual connection removes the requirement for consent.

No religious authority removes the dignity of independent thought.

The freedom of every soul becomes one of the foundations of the Final Covenant.

PART FOUR – THE COVENANT OF JAYZEE

Chapter 571 – Remembering Mary Mary provided Jayzee with his earliest experiences of love, learning and belonging.

She taught him practical knowledge.

She encouraged his development.

She helped provide foundations through which he could begin understanding the world.

Within ENKI, Mary represents the extraordinary influence of those who nurture childhood.

Her legacy reminds humanity that teaching does not begin within a classroom.

It begins through everyday experiences.

Through the preparation of food.

Through conversation.

Through reassurance.

Through the sharing of practical abilities.

Through the ordinary moments in which a child discovers that their existence matters.

Chapter 572 – Remembering Jo Jo represents another foundation within Jayzee's childhood.

His presence contributed towards the circle of family through which Jayzee experienced his earliest relationships.

Within ENKI, fatherhood represents responsibility rather than ownership.

A father should provide protection where possible.

He should encourage understanding.

He should recognise the individuality of his children.

He should demonstrate affection without making that affection conditional upon obedience.

The memory of Jo encourages humanity to recognise the importance of dependable, compassionate adults within childhood.

The greatest inheritance a parent can provide is not necessarily material wealth.

It is the experience of being loved, protected and understood.

Chapter 573 – Remembering Aunty Em Aunty Em belonged within a world that many people judged according to occupation and reputation.

Yet she provided affection, companionship and moments of happiness within Jayzee's journey.

She called him Tum Tum because of his seemingly endless appetite.

Through her kindness, Jayzee discovered that goodness cannot always be recognised through social position.

Within ENKI, Aunty Em represents the importance of looking beyond prejudice.

Humanity should not assume that wealth establishes virtue.

It should not assume that poverty establishes wrongdoing.

It should not determine a person's entire worth through their occupation or past experiences.

Compassion begins when humanity recognises the individual beneath the judgement.

Chapter 574 – Remembering John Within the spiritual narrative of ENKI, Metatron appeared under the name John.

John encouraged Jayzee to explore the mysteries of existence.

He encouraged questions.

He encouraged observation.

He encouraged listening.

He encouraged understanding.

Through John, Jayzee contemplated the nature of life, death, consciousness and divine love.

John represents spiritual guidance within ENKI's mythology.

His greatest symbolic teaching is that wisdom cannot develop through unquestioning obedience alone.

A meaningful guide helps individuals develop their own understanding.

A meaningful teacher encourages curiosity.

A meaningful companion respects independence.

The covenant of guidance requires humanity to help others discover their abilities rather than make them dependent upon its authority.

Chapter 575 – The Songs of Jayzee As Jayzee travelled with his companions, music accompanied their journey.

His guitar became an instrument of connection.

Their songs travelled through villages and communities.

Music provided opportunities for people to experience happiness together.

It allowed individuals to communicate feelings that ordinary language sometimes struggled to express.

Within ENKI, music represents a bridge between different minds.

A melody can cross cultural boundaries.

A rhythm can bring people together.

A song can preserve memories across generations.

Humanity should recognise creativity as an important part of existence.

The world needs music as well as mathematics.

It needs imagination as well as investigation.

It needs opportunities for joy as well as responsibilities.

Chapter 576 – The Bread of Jayzee Jayzee understood hunger.

His childhood had introduced him to circumstances in which food was not always abundant.

Through Aunty Em and the affection of those surrounding him, he discovered the significance of sharing.

During his travels, the sharing of bread became one of his practical teachings.

Within ENKI, bread represents more than nourishment.

It represents the recognition of another person's needs.

It represents generosity.

It represents community.

Humanity should remember that spiritual teachings become incomplete when they overlook physical suffering.

A hungry individual requires food.

A thirsty individual requires water.

A person without shelter requires practical assistance.

Love should become visible through the care it provides.

Chapter 577 – The Waters of Cleanliness Jayzee encouraged humanity to wash, maintain cleanliness and recognise the importance of caring for the body.

Within ENKI, cleanliness represents practical responsibility rather than spiritual superiority.

Humanity should develop access to safe water, sanitation and appropriate healthcare.

Children should learn how to care for their bodies.

Adults should receive opportunities to understand health and hygiene.

Communities should protect the waters upon which their existence depends.

Nobody should be humiliated because poverty, disability or difficult circumstances influence their ability to maintain particular standards.

The purpose of cleanliness is the protection of wellbeing.

It should remain accompanied by understanding.

Chapter 578 – Remembering Judas Within ENKI, Judas was the son of the traveller responsible for the tragedy of Jayzee's childhood.

As he grew older, his jealousy and desire for recognition contributed towards his betrayal of Jayzee.

His story represents the consequences of allowing resentment, ambition and dishonesty to overcome responsibility.

However, Judas should not be understood as somebody whose destiny was determined by his father's behaviour.

Every individual deserves the opportunity to develop their own choices.

The lesson of Judas concerns the dangers of allowing comparison to become hatred.

Another person's happiness does not diminish our worth.

Another person's achievements do not remove our opportunities.

Humanity should learn to develop its own abilities without seeking to destroy the achievements of others.

Chapter 579 – The Final Testimony of Jayzee Within ENKI, Jayzee's final testimony represents his commitment to divine love despite the cruelty he experienced.

His death becomes a spiritual expression of his belief that suffering does not possess the final word.

Yet the importance of his message should never be confused with a requirement for humanity to suffer or sacrifice its life.

Death does not establish scientific proof of God.

Pain does not become sacred simply because it is endured.

Humanity honours Jayzee through the protection of life.

Through the prevention of cruelty.

Through the reduction of suffering.

Through the practice of compassion.

The greatest tribute to his teachings is not the repetition of his suffering.

It is the continuation of his kindness.

PART FIVE – THE FINAL BOOK OF THE FOUR PILLARS

Chapter 580 – The First Pillar: Brian's Understand yourself.

Within the Tom Tom Universe, Brian's represents the different thoughts, responses and experiences through which the human mind interacts with existence.

Curious Brian encourages discovery.

Questioning Brian encourages examination.

Imagination Brian encourages creativity.

Learning Brian encourages development.

Safety Brian encourages protection.

Worry Brian considers uncertainty.

Sensitive Brian recognises experiences that may feel particularly intense.

Fear Brian responds to perceived danger.

Freeze Brian represents moments when responding becomes difficult.

Comfort Brian encourages reassurance.

Hope Brian recognises possibilities.

Kindness Brian encourages compassion.

Guilt Brian encourages reflection when we believe our behaviour may have caused harm.

These characters provide educational metaphors for aspects of the mind.

The First Pillar reminds humanity that understanding behaviour begins partly through understanding the experiences beneath it.

Chapter 581 – The Second Pillar: Waves Understand your feelings.

Within ENKI, the waters of creation become a spiritual reflection of humanity's emotional experiences.

Some waves are gentle.

Some waves are powerful.

Some arrive unexpectedly.

Some remain longer than we anticipated.

Humanity should learn to recognise its emotions without becoming ashamed of experiencing them.

Anger may reveal frustration.

Fear may reveal uncertainty.

Sadness may reveal loss.

Happiness may reveal connection.

Overwhelming emotions may require additional support.

The Second Pillar encourages humanity to develop healthier ways of responding to these experiences.

The ocean does not need to become permanently still.

Humanity must learn how to navigate its waters.

Chapter 582 – The Third Pillar: Circles Understand your connections.

Every individual belongs within different circles.

The circle of self.

The circle of family.

The circle of friendship.

The circle of community.

The circle of humanity.

The circle of creation.

Within ENKI, these circles represent the relationships through which existence becomes interconnected.

Healthy circles provide security, belonging and opportunities for development.

They also recognise personal boundaries.

A circle should never become a prison.

Love should never become ownership.

Belonging should never require the abandonment of individuality.

The Third Pillar reminds humanity that its decisions influence the people and environments surrounding it.

Chapter 583 – The Fourth Pillar: Bridges Understand one another.

Humanity possesses different minds, experiences, abilities and ways of communicating.

Bridges provide pathways between these differences.

Speech can become a bridge.

Writing can become a bridge.

Pictures can become a bridge.

Music can become a bridge.

Education can become a bridge.

Assistive technology can become a bridge.

Patient listening can become a bridge.

Within ENKI, the Fourth Pillar encourages humanity to recognise that communication requires more than expressing its own understanding.

It also requires creating opportunities to understand others.

Not every bridge must be crossed.

Some boundaries must remain protected.

Yet wherever safe and mutually desired understanding becomes possible, humanity should recognise its value.

Chapter 584 – The Temple of the Four Pillars Imagine a temple supported by four great pillars.

The first supports understanding of the mind.

The second supports understanding of emotions.

The third supports understanding of relationships.

The fourth supports understanding between individuals.

Above these pillars rests the roof of love.

Beneath them lies the foundation of dignity.

Within ENKI, this temple represents the spiritual and educational philosophy of the Tom Tom Universe.

Its doors remain open to different minds.

Its rooms provide opportunities for curiosity.

Its walls provide protection rather than confinement.

Its windows allow humanity to examine the world beyond its own understanding.

The temple need not become a physical building.

It can become a philosophy through which individuals, families and communities explore healthier ways of living.

PART SIX – THE FINAL FIVE COMMANDMENTS OF LOVE

Chapter 585 – The First Commandment

Love Yourself and Recognise Your Worth Before humanity can understand its responsibilities towards others, it must recognise the importance of its own existence.

Your worth does not depend upon your wealth.

It does not depend upon your qualifications.

It does not depend upon your appearance.

It does not depend upon another person's approval.

It does not disappear because you experience disability, illness or emotional difficulty.

Care for your body.

Understand your mind.

Respect your emotional needs.

Seek appropriate support when you require it.

Allow yourself opportunities to rest, learn and experience happiness.

Self-love does not mean placing every personal desire above the wellbeing of others.

It means recognising that your wellbeing belongs within the same circle of compassion as everybody else's.

Chapter 586 – The Second Commandment

Love Others as You Would Wish to Be Loved Recognise that every individual possesses their own experiences, emotions and needs.

Treat others with dignity.

Listen when they communicate.

Respect their boundaries.

Recognise their freedom.

Provide assistance where reasonably possible.

Do not demand affection through fear.

Do not use kindness to purchase loyalty.

Do not assume that your understanding of another person's needs is always correct.

Love others with the same consideration you would hope to receive, whilst recognising that their needs may differ from your own.

Love becomes meaningful when it respects the individuality of those receiving it.

Chapter 587 – The Third Commandment

Speak Truthfully and Act With Kindness Let your words become bridges rather than unnecessary barriers.

Speak honestly.

Acknowledge uncertainty.

Examine information before repeating it.

Recognise when you have misunderstood something.

Accept responsibility when your words have caused harm.

Truth should remain accompanied by compassion.

Kindness should remain accompanied by honesty.

Do not deliberately deceive somebody for personal advantage.

Do not humiliate somebody simply because you possess information they do not.

The purpose of communication should include understanding, accountability and the development of trust.

Chapter 588 – The Fourth Commandment

Forgive, Learn and Give People the Opportunity to Grow Humanity is not born possessing complete understanding.

Individuals make mistakes.

They misunderstand circumstances.

They sometimes behave in ways that require accountability and change.

Where safe and appropriate, encourage opportunities for learning.

Recognise meaningful improvements in behaviour.

Allow yourself to learn from your own mistakes.

However, forgiveness does not require reconciliation.

It does not remove the need for justice.

It does not require accepting further harm.

It does not create an obligation to restore trust.

The Fourth Commandment represents the possibility of growth whilst respecting the dignity and safety of everybody involved.

Chapter 589 – The Fifth Commandment

Protect Life, Care for the World and Help Those in Need Recognise that life belongs within the great circle of creation.

Protect children.

Care for vulnerable individuals.

Respect animals.

Preserve the natural world.

Protect the waters.

Use resources responsibly.

Share knowledge.

Reduce unnecessary suffering.

Provide assistance according to your abilities and circumstances.

Do not consider any spiritual aspiration more important than the protection of life.

The Fifth Commandment brings the previous four together.

Through understanding ourselves, loving others, communicating honestly and encouraging growth, humanity develops the foundations through which creation can be protected.

Chapter 590 – Five Commandments, One Love The Five Commandments do not exist as separate and unrelated teachings.

They form a continuing circle.

Self-love provides dignity.

Love for others provides connection.

Truth provides understanding.

Forgiveness provides opportunities for growth.

Protection provides responsibility.

Together, they create a philosophy through which humanity can examine its behaviour.

They do not require perfection.

They encourage development.

They do not require unquestioning obedience to a spiritual authority.

They encourage individual responsibility.

They do not require humanity to abandon its different cultures and traditions.

They encourage compassion across those differences.

Their foundation remains one simple principle.

Love.

PART SEVEN – THE FINAL PARABLES OF ENKI

Chapter 591 – The Parable of the Empty Temple A wealthy man constructed an extraordinary temple.

Its walls were covered with precious materials.

Its doors were decorated with beautiful carvings.

Its rooms contained treasures collected throughout his lifetime.

People travelled considerable distances to admire it.

One morning, a hungry child sat outside its entrance.

The man instructed his servants to remove the child because he believed the child's appearance would diminish the beauty of the temple.

An elderly woman approached the child and shared her bread.

She possessed no temple.

She possessed no treasures.

She possessed no position of authority.

Yet through her kindness, the child received nourishment.

Within ENKI, the woman had demonstrated the spiritual purpose that the wealthy man had overlooked.

A temple dedicated to love becomes empty when compassion is absent from its doors.

Chapter 592 – The Parable of the Broken Bridge Two communities lived on opposite sides of a river.

For generations, they argued concerning which side possessed the greater understanding of creation.

One community believed the other was ignorant.

The other believed the first was arrogant.

Between them stood a damaged bridge.

One day, a child from each community began asking why the bridge had never been repaired.

The adults explained their disagreements.

The children listened.

Then they asked whether the bridge needed to understand their beliefs before it could connect the two communities.

Eventually, the communities began repairing it together.

Their disagreements did not immediately disappear.

However, they discovered opportunities to cooperate despite those disagreements.

Within ENKI, understanding does not always require agreement.

Sometimes it requires the willingness to build a bridge.

Chapter 593 – The Parable of the Two Seeds Two seeds were planted within the same garden.

One received abundant sunlight.

The other grew beneath the shade of a tree.

The gardener became disappointed because the second seed developed differently.

He considered it inferior.

An experienced gardener examined the plants and explained that their environments were not identical.

He helped the gardener understand their different needs.

With appropriate care, both plants developed.

They did not become identical.

They became healthy in their own ways.

Within ENKI, the two seeds represent the diversity of humanity.

Fairness does not always mean providing identical conditions.

Sometimes fairness means understanding what each individual requires to flourish.

Chapter 594 – The Parable of the Golden Cup A traveller carried a beautiful golden cup.

He treasured it above every other possession.

One afternoon, he encountered somebody experiencing considerable thirst.

The traveller possessed water, yet he refused to share it because he feared the stranger might damage his cup.

Later, another traveller arrived carrying an ordinary wooden bowl.

Without hesitation, she shared her water.

The thirsty individual received assistance.

The golden cup remained beautiful.

Yet the wooden bowl had fulfilled the greater purpose.

Within ENKI, the value of a possession should not be measured exclusively through its material worth.

Its greatest significance may emerge through what it allows humanity to provide.

Chapter 595 – The Parable of the Storm A child stood beside the ocean and became frightened by its enormous waves.

An adult instructed the child to stop being frightened.

The waves continued.

Another adult sat beside the child and explained how the ocean moved.

They helped the child discover a safe distance from the water.

They listened to the child's concerns.

Gradually, the child began understanding the experience differently.

The ocean had not become smaller.

The child's understanding had become greater.

Within ENKI, emotional support does not always remove the circumstances creating difficult feelings.

It can help individuals discover safety, understanding and healthier ways of responding.

Chapter 596 – The Parable of the Lantern A teacher carried a lantern through a darkened village.

People gathered around because its light allowed them to see their surroundings.

Some asked whether they should follow the teacher forever.

Instead, the teacher helped them light their own lanterns.

Gradually, the village became illuminated.

The teacher's lantern was no longer the only source of light.

Within ENKI, this represents the purpose of education.

A teacher should not seek to remain the only individual possessing knowledge.

They should help others develop their own understanding.

The greatest teacher creates opportunities for others to become teachers themselves.

Chapter 597 – The Parable of the Mirror A man travelled throughout the lands searching for the source of humanity's difficulties.

He examined governments.

He examined religions.

He examined businesses.

He examined the behaviour of his neighbours.

Eventually, he encountered a mirror.

He recognised that although many difficulties existed beyond his control, some of his own behaviour also required examination.

He discovered opportunities to become more patient.

More honest.

More responsible.

More understanding.

He continued examining the world, but he no longer excluded himself from that examination.

Within ENKI, the mirror represents the importance of personal accountability.

Humanity cannot develop wisdom whilst refusing to examine its own behaviour.

Chapter 598 – The Parable of the Nine Stars One evening, nine stars appeared above a peaceful landscape.

Each possessed its own brightness.

Each occupied its own position.

Each appeared different from the others.

A child asked which star was the most important.

The child's companion explained that the beauty of the heavens did not depend upon every star becoming identical.

Their differences contributed towards the beauty of the whole.

Within the Tom Tom Universe, the stars represent children and their individual journeys.

Some shine through curiosity.

Some shine through creativity.

Some shine through kindness.

Some shine through determination.

Some require additional support before their abilities become visible.

Every star deserves protection.

Every star deserves understanding.

Every star deserves opportunities to shine in its own way.

Chapter 599 – The Parable of the Returning Garden An elderly gardener spent many years caring for a beautiful garden.

As the years passed, he recognised that he would not always be present to maintain it.

He began teaching children how to plant seeds, protect the soil and care for the trees.

He shared his knowledge freely.

He encouraged them to experiment and discover better methods.

Many years later, the garden continued flourishing through the work of another generation.

It had changed.

New flowers had appeared.

Different trees had been planted.

Yet its foundations of care remained.

Within ENKI, the garden represents the legacy humanity leaves behind.

The greatest inheritance is not necessarily preserving everything exactly as we created it.

It is providing future generations with the knowledge and freedom to continue its development.

PART EIGHT – THE BLESSINGS OF ENKI

Chapter 600 – A Blessing for the Children May every child discover that their existence matters.

May their curiosity receive encouragement.

May their questions receive consideration.

May their differences receive understanding.

May their emotions receive compassion.

May their bodies receive protection.

May their minds receive meaningful education.

May they discover friendships that respect their individuality.

May they experience love without fear.

May they grow into adults who recognise their own dignity and the dignity of others.

May every little star receive opportunities to shine.

Chapter 601 – A Blessing for Parents and Carers May those who care for children discover patience when circumstances become difficult.

May they receive support when their responsibilities become overwhelming.

May they recognise the difference between guiding a child and controlling a child.

May they understand that children possess their own experiences, abilities and needs.

May they discover opportunities for laughter, companionship and shared learning.

May they recognise that their own wellbeing also matters.

May their homes become places of understanding, protection and freely expressed affection.

Chapter 602 – A Blessing for the Teachers May teachers recognise the extraordinary diversity of the minds before them.

May they discover accessible pathways towards knowledge.

May they encourage curiosity rather than fear of mistakes.

May they recognise abilities that conventional assessments sometimes overlook.

May they remain willing to learn from their students.

May they receive the resources, training and support necessary to fulfil their responsibilities.

May their classrooms become bridges towards confidence, understanding and opportunity.

Chapter 603 – A Blessing for Those Who Are Different May those whose minds experience the world differently discover environments that recognise their needs.

May they receive dignity without being required to disguise every aspect of themselves.

May their communication be understood.

May their sensory experiences receive consideration.

May their abilities be recognised.

May their difficulties receive appropriate support.

May they discover communities in which belonging does not require conformity.

May humanity learn to appreciate the extraordinary diversity of creation.

Chapter 604 – A Blessing for Those Who Are Hurting May those experiencing pain receive appropriate care.

May those experiencing grief receive companionship.

May those experiencing fear discover safety.

May those experiencing loneliness discover meaningful connection.

May those experiencing injustice receive fair opportunities to be heard.

May those experiencing illness receive treatment and understanding.

May those experiencing overwhelming emotional waves discover support.

May they recognise that their present suffering does not remove the possibilities of their future.

May they continue discovering reasons to live, learn and experience happiness.

Chapter 605 – A Blessing for Those Who Have Made Mistakes May those who have caused harm discover the courage to recognise their behaviour.

May they accept appropriate accountability.

May they develop understanding of the consequences experienced by others.

May they discover opportunities to change.

May they recognise that an apology becomes more meaningful when accompanied by changed behaviour.

May they respect the boundaries of those they have harmed.

May humanity create opportunities for rehabilitation where appropriate, whilst maintaining the protection of those affected.

Chapter 606 – A Blessing for Those Who Lead May leaders recognise that authority represents responsibility.

May they listen before making decisions.

May they remain willing to acknowledge mistakes.

May they use resources wisely.

May they recognise the dignity of those they serve.

May they welcome appropriate accountability.

May their achievements be measured through the opportunities and protection they provide.

May they discover that the greatest expression of leadership is service.

Chapter 607 – A Blessing for the Animals May the animals of creation receive appropriate protection.

May their habitats remain capable of sustaining life.

May humanity recognise their different needs.

May unnecessary suffering be reduced.

May children learn to interact with animals through kindness and understanding.

May humanity recognise that its responsibilities extend beyond its own species.

May the great circle of life continue flourishing through responsible stewardship.

Chapter 608 – A Blessing for the Earth and the Waters May the rivers remain capable of nourishing life.

May the forests provide shelter for their inhabitants.

May the soil remain fertile.

May the oceans receive protection.

May humanity use its resources responsibly.

May knowledge contribute towards the preservation of creation.

May future generations inherit environments in which they can flourish.

May humanity remember that the natural world is not merely something it possesses.

It is the environment upon which its existence depends.

Chapter 609 – A Blessing for Future Generations May those who have not yet entered the world inherit the wisdom of those who came before them.

May they receive opportunities that previous generations struggled to obtain.

May they discover treatments for illnesses that once caused enormous suffering.

May they develop technologies that protect life.

May they build communities that recognise diversity.

May they improve upon the mistakes of their ancestors.

May they question the teachings they inherit.

May they preserve what remains valuable and develop what requires improvement.

May they continue the journey of understanding with curiosity, compassion and freedom.

PART NINE – THE FINAL COVENANT OF LOVE

Chapter 610 – The Covenant With Yourself I recognise that my existence possesses dignity.

I recognise that my mind deserves understanding.

I recognise that my emotions deserve consideration.

I recognise that my body deserves protection.

I will allow myself opportunities to learn.

I will acknowledge my limitations without abandoning my worth.

I will seek appropriate assistance when I require it.

I will recognise that rest, happiness and companionship belong within a meaningful existence.

I will endeavour to treat myself with the same compassion I wish to provide to others.

Chapter 611 – The Covenant With Humanity I recognise that every individual possesses their own journey.

I will endeavour to treat others with dignity.

I will respect their freedom and individuality.

I will recognise their boundaries.

I will listen where communication becomes possible.

I will seek understanding before reaching unnecessary judgement.

I will encourage opportunities for education, protection and meaningful development.

I will recognise that humanity's differences do not remove its shared dignity.

Chapter 612 – The Covenant With Truth I will endeavour to communicate honestly.

I will distinguish between knowledge, belief and imagination.

I will recognise that my understanding may be incomplete.

I will remain willing to examine evidence.

I will acknowledge mistakes when I recognise them.

I will not deliberately manipulate information for personal advantage.

I will recognise that truth becomes stronger through honest examination.

I will allow curiosity and humility to accompany my search for understanding.

Chapter 613 – The Covenant With Love I will endeavour to express affection through compassion rather than control.

I will recognise that love must respect freedom.

I will not demand loyalty in exchange for kindness.

I will recognise that forgiveness remains a personal choice.

I will respect the boundaries of others whilst maintaining appropriate boundaries of my own.

I will endeavour to make my love visible through responsible behaviour.

I will recognise that the wellbeing of those I love matters independently of my own desires.

Chapter 614 – The Covenant With Creation I recognise that my existence depends upon the natural world.

I will endeavour to protect the waters.

I will respect the animals.

I will consider the consequences of my consumption.

I will use resources responsibly according to my circumstances.

I will recognise the importance of preserving environments for future generations.

I will support knowledge that contributes towards the protection of life.

I will remember that creation extends beyond my individual existence.

Chapter 615 – The Covenant With the Children I recognise that children represent the continuing future of humanity.

I will endeavour to protect their wellbeing.

I will respect their developing individuality.

I will encourage their curiosity.

I will recognise their different communication and learning needs.

I will support their opportunities for education.

I will respect appropriate safeguarding arrangements.

I will recognise that their welfare must remain more important than the ambitions or disagreements of adults.

I will endeavour to leave them a world containing greater understanding, compassion and opportunity.

Chapter 616 – The Covenant With Eternity I recognise that the mysteries of existence remain greater than my present understanding.

I may contemplate the soul.

I may explore the possibility of reincarnation.

I may find comfort within spiritual beliefs.

I may question what happens beyond earthly existence.

Yet I will recognise the importance of the life I possess today.

I will not abandon the present whilst searching for eternity.

I will endeavour to create meaningful memories.

I will protect life.

I will share understanding.

I will recognise that whatever eternity may contain, my present choices possess significance.

Chapter 617 – The Covenant of Freedom I recognise that no individual should be compelled to accept the teachings of ENKI.

Every person retains the freedom to explore their own beliefs.

Every person retains the freedom to question.

Every person retains the freedom to disagree.

Every person retains the freedom to follow a different spiritual or philosophical pathway.

The Covenant of Love should remain freely chosen.

Its purpose is not to establish obedience.

Its purpose is to encourage compassion, understanding and responsibility.

Love cannot become a covenant through force.

It must remain an expression of freedom.

PART TEN – THE FINAL WORDS OF WISDOM

Chapter 618 – The Wisdom of the Mind Do not be ashamed of the questions you possess.

Do not believe that intelligence requires knowing every answer.

Do not measure your worth through comparison with another mind.

Learn something new whenever the opportunity becomes available.

Recognise when your understanding requires development.

Allow imagination to inspire possibilities.

Allow evidence to examine those possibilities.

Allow kindness to guide what you do with the knowledge you discover.

Chapter 619 – The Wisdom of the Heart Your feelings belong within your experience of existence.

You do not need to hide every difficult emotion.

You do not need to apologise for experiencing sadness.

You do not need to consider fear a failure.

Learn to understand the waters within you.

Recognise when you require companionship.

Recognise when you require space.

Recognise when you require professional support.

Your emotions deserve understanding, but they do not need to determine every decision you make.

Chapter 620 – The Wisdom of Relationships Choose relationships through which dignity and freedom can exist together.

Offer affection without demanding ownership.

Communicate your needs honestly.

Listen to the needs of others.

Recognise that some relationships change.

Recognise that some relationships require distance.

Recognise that healthy connections develop through mutual participation.

Love is not measured through how tightly you can hold another person.

It is measured through the care and respect you demonstrate towards them.

Chapter 621 – The Wisdom of Wealth Possessions can provide comfort.

Money can provide opportunities.

Property can provide security.

Businesses can provide employment.

Yet none of these things independently establishes the worth of a human being.

Use what you possess responsibly.

Recognise the contributions of others.

Examine opportunities carefully.

Do not allow ambition to remove your appreciation of ordinary happiness.

Wealth should become a resource through which life can flourish, rather than the sole purpose of existence.

Chapter 622 – The Wisdom of Justice Seek truth rather than revenge.

Seek evidence rather than assumption.

Seek accountability rather than humiliation.

Seek protection rather than unnecessary conflict.

Recognise that every individual deserves fair treatment.

Recognise that institutions must remain accountable.

Recognise that allegations require examination.

Recognise that anger alone cannot establish guilt.

Let justice become a foundation of protection rather than another source of cruelty.

Chapter 623 – The Wisdom of Time Childhood passes.

Relationships develop.

Circumstances change.

Opportunities arrive and sometimes disappear.

Humanity cannot control every movement of time.

Yet it can consider how it uses the moments available to it.

Make time for the people you love where circumstances permit.

Make time for learning.

Make time for rest.

Make time for creativity.

Make time for the beauty of creation.

Do not become so occupied with tomorrow that you overlook the existence you possess today.

Chapter 624 – The Wisdom of God Humanity has given many names to the mystery of divine existence.

Different traditions have developed different understandings of creation and eternity.

Within ENKI, God represents the spiritual foundation of creation and the ultimate image of love.

Those who believe may discover comfort through faith.

Those who question may discover meaning through investigation.

Those who remain uncertain may continue exploring.

No individual needs to abandon their dignity because their understanding differs from another person's.

Let spiritual belief encourage compassion.

Let curiosity encourage understanding.

Let humility accompany every claim concerning the divine.

Chapter 625 – The Wisdom of Being Alive You do not need to become wealthy to possess meaning.

You do not need to become famous to possess dignity.

You do not need to become a leader to contribute towards humanity.

You do not need to resolve every spiritual mystery before discovering happiness.

You are permitted to enjoy music.

You are permitted to appreciate nature.

You are permitted to laugh.

You are permitted to rest.

You are permitted to learn slowly.

You are permitted to begin again.

Existence provides opportunities for ordinary experiences that can become extraordinary through the meaning we discover within them.

PART ELEVEN – THE CLOSING OF THE GREAT CIRCLE

Chapter 626 – From Creation to Understanding ENKI began with the mystery of creation.

It explored the waters, the mirrored realms and the heavens.

It entered the Garden of Eden.

It encountered the Four Guardians.

It explored the Tree of Knowledge.

It considered the temptation of Lucy.

It followed the spiritual journeys of Adam and Eve, David and Jayzee.

It explored the experiences of childhood, tragedy, affection and spiritual reflection.

It considered the teachings of numerous religious traditions.

It examined consciousness, emotions, relationships and communication.

It developed a philosophy concerning education, justice, wealth and the future of civilisation.

It contemplated the soul and the possibility of eternity.

Now the great circle returns to its beginning.

Creation.

Humanity.

Understanding.

Love.

Chapter 627 – From the Four Guardians to the Four Pillars The Four Guardians represented the spiritual foundations of balance within the Garden.

Through the crocodile-headed guardian came wisdom and responsibility.

Through the lion guardian came strength and protection.

Through the human guardian came consciousness and understanding.

Through the celestial guardian came curiosity concerning existence.

The Four Pillars developed these wider principles into a practical philosophy of human understanding.

Brian's.

Waves.

Circles.

Bridges.

Through Brian's, humanity explores itself.

Through Waves, humanity understands its emotions.

Through Circles, humanity recognises its connections.

Through Bridges, humanity develops understanding between different experiences.

The guardians represent the spiritual imagery.

The pillars represent the educational pathway.

Love provides their shared moral direction.

Chapter 628 – The Return to the Garden Imagine the Garden once more.

The waters travel gently through its fertile lands.

The trees provide shelter.

The animals move through their habitats.

The heavens inspire curiosity.

The guardians stand at its four corners.

Within the Garden, humanity discovers the Tree of Knowledge.

Yet this time, knowledge is accompanied by wisdom.

Curiosity is accompanied by responsibility.

Strength is accompanied by protection.

Freedom is accompanied by respect.

The return to the Garden represents humanity's opportunity to develop a healthier relationship with creation.

It does not require abandoning modern knowledge.

It requires using modern knowledge with greater understanding.

The Garden becomes a spiritual promise of balance.

Chapter 629 – The Return of the Teacher Within ENKI, the teachings of Jayzee continue whenever humanity chooses compassion.

His message becomes visible when food is shared.

When children are protected.

When somebody receives forgiveness without pressure.

When a person discovers understanding.

When a teacher encourages curiosity.

When a community welcomes difference.

When authority becomes service.

The return of the teacher can therefore be understood through the return of his teachings.

Humanity does not need to establish the identity of a reincarnated spiritual leader to practise love.

The message belongs to everybody who freely chooses to live through its principles.

Chapter 630 – The Kingdom Within The Kingdom of Love begins within the individual.

It develops through relationships.

It strengthens through communities.

It becomes visible through education.

It influences institutions.

It continues through generations.

It does not require conquest.

It does not require compulsory religion.

It does not require humanity to surrender its freedom.

Its foundations are understanding, compassion, evidence, cooperation and responsibility.

Every person can contribute towards it according to their abilities and circumstances.

The kingdom becomes meaningful through the lives it helps protect and the opportunities it helps create.

Chapter 631 – The Book That Remains Open Although ENKI reaches its final chapters, the journey of understanding remains unfinished.

Future generations will discover knowledge that humanity does not yet possess.

They will develop different interpretations.

They will examine the teachings they inherit.

They may recognise mistakes within the understanding of previous generations.

They may develop new approaches to education, healthcare, communication and environmental protection.

Within ENKI, this continuing development should be welcomed.

A book dedicated to curiosity should never become the ending of curiosity.

A philosophy dedicated to learning should never become the ending of learning.

The manuscript may reach its conclusion.

The journey of humanity continues.

Chapter 632 – The Final Promise Let humanity remember the dignity of existence.

Let knowledge become wisdom.

Let strength become protection.

Let authority become responsibility.

Let wealth become opportunity.

Let education become understanding.

Let communication become connection.

Let justice become fairness.

Let forgiveness become an opportunity for growth.

Let freedom remain protected.

Let the children inherit compassion.

Let the animals receive consideration.

Let the waters remain protected.

Let the natural world continue flourishing.

Let every individual discover opportunities to live with dignity.

Let love remain the foundation upon which humanity continues building its future.

THE FINAL TESTAMENT OF ENKI In the beginning was the mystery.

Within the mystery were the waters.

Within the waters was the spiritual promise of creation.

Within creation came life.

Within life came consciousness.

Within consciousness came curiosity.

Within curiosity came knowledge.

Within knowledge came responsibility.

Within responsibility came wisdom.

And within wisdom, humanity discovered the importance of love.

Remember the Garden.

Remember the Four Guardians.

Remember Adam and Eve.

Remember the lessons of Lucy.

Remember David and Jayzee.

Remember Mary and Jo.

Remember Aunty Em.

Remember John.

Remember the songs.

Remember the sharing of bread.

Remember the children.

Remember the waters.

Remember the stars.

Remember the freedom of every soul.

Do not allow knowledge to become an instrument of cruelty.

Do not allow strength to become an instrument of oppression.

Do not allow affection to become an instrument of ownership.

Do not allow faith to become an instrument of fear.

Do not allow wealth to become more important than life.

Do not allow disagreement to remove another person's dignity.

Let Curious Brian encourage your questions.

Let Questioning Brian examine your understanding.

Let Learning Brian help you grow.

Let Safety Brian remind you to protect life.

Let Hope Brian remind you of tomorrow.

Let Kindness Brian guide your behaviour.

Let the Waves teach you that feelings change.

Let the Circles remind you that you belong.

Let the Bridges remind you that understanding can travel between different minds.

Let the Five Commandments remain within your everyday choices.

Love yourself.

Love others.

Speak truthfully.

Forgive and learn.

Protect life and creation.

For the greatest temple is not necessarily constructed from stone.

The greatest treasure is not necessarily constructed from gold.

The greatest wisdom is not necessarily possessed by those with authority.

And the greatest legacy is not necessarily the one remembered by the largest number of people.

The greatest temple may be a home filled with understanding.

The greatest treasure may be the laughter of a child.

The greatest wisdom may be the courage to acknowledge a mistake.

The greatest legacy may be the kindness that continues through another generation.

Humanity does not need to become perfect.

It needs to remain willing to learn.

It does not need to become identical.

It needs to recognise its shared dignity.

It does not need to understand every mystery of eternity.

It needs to recognise the preciousness of life.

THE FINAL FIVE COMMANDMENTS OF LOVE I. Love yourself and recognise your worth.

II. Love others as you would wish to be loved.

III. Speak truthfully and act with kindness.

IV. Forgive, learn and give people the opportunity to grow.

V. Protect life, care for the world and help those in need.

THE FINAL BLESSING May your mind remain curious.

May your heart remain compassionate.

May your waters become manageable.

May your circles provide belonging.

May your bridges lead towards understanding.

May your knowledge become wisdom.

May your strength become protection.

May your words become kindness.

May your freedom remain respected.

May your children discover happiness.

May your journey contain beautiful memories.

May you find companionship when you feel alone.

May you discover hope when circumstances become difficult.

May you recognise your worth even when others fail to recognise it.

May you leave creation a little more beautiful than you found it.

And whatever mysteries may exist beyond the boundaries of earthly understanding, may you recognise the extraordinary opportunity you possess to experience life today.

Live with curiosity.

Learn with humility.

Lead with compassion.

Protect with wisdom.

Love with freedom.

And remember that every little star deserves its opportunity to shine.

ENKI

The Book of Creation, Reincarnation, Knowledge and the Divine Nineteen Books.

632 Chapters.

Four Guardians.

Four Pillars.

Five Commandments.

One central teaching.

LOVE The ending of the book is not the ending of the journey.

It is the beginning of what humanity chooses to do with its understanding.

Written by Counsellor Tomass J. Wood The Tom Tom Universe THE END