

## Orientation for Week 7      KTS 387-391

As I've reminded everyone before, the section of KTS we're reading now is called "Knowledge Ability." One way to understand this title is to say that we are exploring our ability to know. And we have been discovering that this ability relates back to the fundamental allowing awareness out of which the field—upon which the qualities of the knowable depend—take form.

At the end of the Week 6 phone call, we focused on the 'taking form' of what takes form, understood as a kind of creative thrust or energy. The exercise I asked everyone to do was to let each in breath be the act of creation, bringing the field of experience alive, or bringing it into being. I'll be interested to see what kinds of experiences people have with this exercise during the next week.

After we did the exercise during the phone call, I said that I had noticed two different stages. In the first, the breathing in helped bring the immediate experience (the one that you 'breathe life into') alive, making it more rich, more colorful, and so on. The second stage (which I just had a hint of in the short practice we did) involved tuning in to the creativity itself; you might say, tuning in to the 'aliveness' of experience, rather than what has taken form. (I'm reminded of the panther [?] at the end of Franz Kafka's story, 'The Hunger Artist'.)

The reading for this week starts off by going in this same direction. The image of rolling out an object like a ball of clay, until it becomes translucent (first paragraph) is not meant to suggest that we need to make the knowable objects that populate our world disappear. Instead, the idea is that a 'lighter' awareness can make shape and form open, "infusing appearance with a kind of luminosity."

This is where we want to go with sense awareness, and the end of this week's reading begins to take us in this direction. However, as you will see, it arrives at that theme only after first inviting us to reflect on the interplay of space, time, and knowledge. There are suggestions for how to explore in this way in the reading, mostly on p. 388. It would be a good idea to work with them, and see what you discover, or what is dis-closed.