

Orientation for Week 5

It's surprising how quickly the first four weeks of this program have gone. It seems to me we're making good progress. I hope everyone agrees.

In the phone call, I tried to emphasize two main points. The first has to do with identifying the nature of the knowledge that TSK is looking to activate. It is no-ownership knowledge—not owned by a self—and it has nothing to do with the division of the world into subjective and objective realms. It is not the kind of knowledge that establishes a certain version of what is true, a “sheltering framework;” instead it is a knowledge that operates in the midst of turbulence, relying on openness (as LOK puts it, “free and open inquiry” to engage and explore our sense of the way things are.

The second point had to do with the “Introduction” to Sacred Dimensions. A certain model is put forth in the Introduction, a ‘geometric’ model of the self and the fundamental or ‘self-evident’ knowledge, “I am here.” But that model is not necessarily presented as the ‘truth’ about the way things are. Rather, it “one possible model . . . one way of telling the story.” This sense of ongoing openness and experimentation is central to the TSK vision. Whatever model we construct, whatever structures we put in place, we never depart from the openness of what the introduction calls “the zero-point.”

The reading for this coming week introduces the model that you can engage space, time, and knowledge at three different levels (We will discuss in the phone call the relation of the last of these levels to what the Vision sometimes refers to as Great Time, Great Space, and Great Knowledge. As *When It Rains* notes, this three-level structure, which is developed most fully in the first TSK book, is central to the “TSK Guide,” found at pages 154-211 of *When It Rains*, and for the section that follows as well: “Nine Levels in Six Books.” However, it does not figure that much in this program. Still, many people have found this structure deeply valuable in understanding what the TSK vision has to offer.

The writing assignment and the walking-around practice for this week are both based on a quote from the reading in Sacred Dimensions:

“Now is the time to open to a new level of knowledge, one where inclusion is more natural than exclusion and synthesis is more creative than separation.”

- 1) In your daily activities, experience with a way of engaging your world that is more inclusive, more ready to synthesize than discriminate.
- 2) Writing assignment: How does this practice affect your experience?

The sitting practice for this week is TSK Ex. 30, Subject-Object Reversal. In doing this practice, spend at least the first several sessions (remember, we're aiming for only about 15 minutes a day, though you can certainly do more) working the first part of the practice, which people sometimes skip over:

Consider all of your subject-object oriented experience. Carefully observe the knowing subject and the difference in quality that distinguishes it from the known object. Observe how the knowing is outward-directed and the objects are ‘away’ from you.

The practice last week, “Activity of Knowing,” actually invites you to question the “outward-directed” dimension of knowing presupposed in this instruction. Is there a conflict there? Can you go in both directions at once?

For those of you in the Teacher Training Program, I am going to set up a separate page on the CCI website for teachers; unfortunately, it will require a second password. Once this is done, we can start implementing certain parts of the program that haven't been developed yet, including the mentoring function for everyone in the program. I expect to activate these parts of the program by the time we start the second session of the program on November 3.