

Orientation for Session 4, Week 1

Apologies for the technical difficulties we encountered on the phone call. I have edited them most of them out, and there is a short gap at around 22:00 minutes of the recording. All goes smoothly from that point forward.

Now, on to the Orientation for the first class in Session 4. The readings and Exercises for this session will be posted on the website.

The reading from *When It Rains* for the start of Unit 10 says that we are now shifting to Part Two of the Study Program, and characterizes this change as a shift from the ‘body’ of Time, Space, and Knowledge to the ‘experience’ of Time, Space, and Knowledge. When I read this, I was puzzled (even though I was the one who wrote that line.) What exactly is meant?

Here’s an account that made sense to me on reflection. Our conventional understanding turns time, space, and knowledge into something abstract, so that they really disappear from view. We have been working ways to make them visible again, in ways that acknowledge their significance. This may be what is meant by investigating the ‘body’ of Time, Space, and Knowledge:

- ✓ Time is usually encountered solely as a measure for separating events from one another; first this happens; then something else happens. Giving time a body means learning to inquire into the dynamic of time and the aliveness of experience.
- ✓ Space is usually understood as a container for objects; it is nothing in itself, just an empty absence of ‘things’. Giving space a body means recognizing that space is an active, structuring dimension of the world we live in.
- ✓ Knowledge is usually reduced to propositions about what is so, organized in terms of models and interpretations. Giving knowledge a body (see the discussion of the Body of Knowledge in Week 6 of the last Session) means pointing toward the knowability of our world, essential for experience to happen at all.

Now we are moving into a different phase: an *experiential* inquiry into time, space, and knowledge. First-level time, space, and knowledge are not capable of being experienced. But now we are ready to enact a different, second-level time, space, and knowledge.

To do this, we need to rethink what space, time, and knowledge are. By letting new conceptual possibilities expand into new variations on our ordinary experience, our vision of reality can shift, and this in turn will enable a new way of experiencing these three facets directly--without relying on a self that does the experiencing. This kind of experiential inquiry is what we will do over the next few sessions, starting with space. For space, the basic move we make is to investigate space as a field, described in WIR as a second-level understanding. What this means will become more clear in the next weeks.

In keeping with the style of inquiry we have explored in past sessions, we should not think

of 'Space is a field' as a claim about the way things are. Rather, think of it as a proposed variation, in the sense that we discussed in previous sessions. KTS Ex. 40 (pp. 188-89) is a good way to set this variation in motion. As WIR notes, it is similar to the Giant Body Exercises. We will play with it again in coming weeks.