

CCI TSK Online Programs  
Spring 2009      Conducting Time and Knowledge  
Guidance for Week 7      DTS Ch. 12, 102–114

Our work in this program has focused two themes (I know that last week I spoke of ‘one basic point’, but bear with me. The first is the aliveness of time; the second is the difficulty we have in contacting this aliveness. It is this second theme that mostly concerns us in this chapter. To investigate it, a new idea is introduced: the witness. The constitution and operation of the witness, its relation to a fundamental not-knowing, and the possibility for overcoming that not-knowing, is the main theme for the week.

The reading suggests that without a witness we would be lost. This may seem a little puzzling, since the description of what experience without a witness would be like sounds a lot like what we have been saying it would mean to activate the aliveness of time. There is a very real and significant distinction, however, one that emerges as the chapter progresses. As you read, ask yourself just what that difference is.

The closing section of the chapter, starting on p. 110, asks whether a different way of knowing, not bound to the witness, is possible. Be sure to notice the guidance that the text gives (112) on fruitful ways to explore this question, as well as the discussion that distinguishes such an inquiry from a ‘subjective’ approach to time.

In the Sunday phone call, we discussed ways to contact the aliveness of time, to embody it in everything we do. It would be great to make that your basic practice for this week. Of course, in doing so, you will also encounter the times when that aliveness seems remote. That is a part of the practice too. Here is one way to proceed: whatever you are experiencing: alive or dull, positive or negative, emotional or calm, go to what is most alive in that experience.

Another question I raised in the phone call was the relation between the dynamic aliveness of time and the openness of space. Are they just two alternative ways in to the TSK vision of reality? That can’t be the whole story. The two must be related in some way. That might be another question to explore.

We have been working each week with a reading that is only a few pages long, and I have found this to be fruitful. This week the reading is longer. Although you should read the whole chapter, you may want to single out a certain part of it to focus on. One way to do this for yourself that could also help others: Come up with a question related to one part of the reading, and see what suggests itself as an answer. You could post your question and your reflections on it to see what kind of response they generate.