

KOAN TEACHER'S NOTES

1. Koans are like a child's kaleidoscope – contains the same elements: interconnectedness, Reality reflection/mirroring, delight
2. Dogen uses 'repetition' as a training technique. When there is the 3 or 4th repetition that is the time to "STOP & SEE and provide the space for the koan opening to arise. STOPPING is trapping us into putting our superficial self into the corner and reveal where our hangouts are in 'non-ego space'. Bodhicitta arises. STOPPING refactors the + and – in every moment.
3. Take 1 teaching through the form, ie., Sandokai, Harmony of Difference & Sameness
4. Separate each clause on separate piece of paper. Identify teaching and image
5. Locate the one sentence in the Case that does not relate
6. Bring every image back to the title
7. Teaching others about process & realizations
 - a. Collusion with retrograde – teachers actually collude with students by colluding with their small self
 - i. Example (retaining skilled students in temple roles)
 - ii. We need to confront ourselves and our students
 - b. Falsifying the teaching by not teaching Buddhism, but our own neurosis (small self in control)
 - c. Importance of timing with development – how a metaphor has a life with the koan
 - i. #70 bamboo shoots, girl – what is the bamboo shoot doing? Is the student ready to do or take on the task at hand (for development in the Way?)
 - d. Human being with development stage
 - e. Impermanence (negative is loss & perishing);
impermanence (positive is growth; dynamism in the USA)

8. Yunmen's upside down state is called 'topsy turvy' – the ego thinks its fantastic, a real top dog
9. Parallel forms – 2 variants on a theme, or theme opposites; images can be contrasting or same. What wisdom effect is produced by using this parallel, same/different form?
10. Look for the joke in the koan.
11. After analyzing the CASE then return to the INTRODUCTION. The CASE looks backwards at the INTRODUCTION.
12. Emptiness Terms:
 - a. Beyond Signification – how language makes meaning
 - b. Beyond Characteristics – attributes
 - c. Beyond Wish – desire
13. "Beyond" is a 'transformative' word usually suggestive of interconnection with other teachings (Dogen's Going Beyond Buddha or his Dream within a Dream fascicles)
14. Within 1 sentence there is both the APPROACH and the TEACHING. Both are equally important. For example in "Yangshan's Declaration" ***Let the great assembly clear their minds [method]; the Great Vehicle teaching is beyond all predication.[Teaching].***
15. When approaching a koan look for what the koan is teaching in Buddha's way. What is real big teaching, especially when confronted with a structure or statements that one cannot immediately grasp.
16. Look deeply into the COMMENTARY for further developments on a teaching. There might be clarifying words or repetition of a clause or statement.
17. When studying a koan as TEACHER, look at the main places of training in the koan. Create the mandala to view sub-issues. This prevents linear mind thinking.

18. How is the universe at work? Examine the special use of words as pressure points in the koan. These words help to drop into 'sudden mind'. Pressure on who engage it pivoting and turning.
19. Koans are Rinzai's main vehicle of liberation.
20. '+ and-' shows how Buddha's Way is by what it isn't.
21. Every kind of deep speech, (Teaching the Great Vehicle is beyond predication) was announced with the gavel hitting the sounding board.