



INQUIRING INTO LIFE

By Raymond, *teacher apprentice*

Though the tone of Inquiry Time is informal, the spirit is serious. This weekly get-together where we bring our thoughts to the Big Issues can occasionally feel burdensome. Timetabled as it is first thing on a Wednesday morning, it is possible to feel some resistance to the prospect of sharing anything other than our desire to slink back under our duvets. For others it is a time to shine, to reveal what we have divined about the problem of human existence and give our take on how things are.

For me the experience has been intriguing and at times perplexing. I am taken back to one of my first Inquiry Times on the subject of 'What is home?' Feeling that the question had only succeeded in encouraging people to offer their tuppenceworth and with no conclusion in sight I murmur out loud, 'But where is all this leading us?' This has led me to a more basic query... what is Inquiry Time for?

I think that it is primarily an opportunity for us to gather and discuss important human issues honestly and candidly. And, by the way, in a manner that is not overly intellectual. Listening to

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my fellow interlocutors engage in the gentle to-and-fro I observe myself wavering between bouts of agreement and skepticism. These movements alone may teach me something about what I am thinking deep down. I sense a deep confusion that grows from the many paradoxes and contradictions that keep the discussion alive. If I exercise freedom to pursue my interests am I really free? Can we ever be entirely objective in the way we inquire? And a classic Krishnamurti challenge: when I think about something, am I thinking about that thing or just the thought of the thing?

An unwritten rule about Inquiry Time is that, arguably, it is a forum that prioritises sharing views above all else. We find ourselves obliged to elicit our personal thoughts with people that we may not normally be so ready to confide in. When I find the courage to speak up in front of those present and verbalise something that is very personal, there is almost a feeling of relief that such a thing was possible after all, in spite of my deep-rooted inhibitions.

During this hallowed time, discussions can actually become quite robust; as views are voiced with freedom and conviction, counter-arguments are just as easily lobbed back with Brockwoodian insouciance. And Brockwood itself is not spared scrutiny — whether it is a place that truly succeeds in its intentions of going beyond the pettiness of mass society is something that forms much of the fabric of the discussion. In some way, we pride ourselves on the freedom to be so self-critical in a way that is always related to experience. Why can't students eat meat off campus during term-time? What is the point of The Agreements? What counts as an 'inappropriate relationship'?

Though we avoid speaking in a theoretical fashion (this is something to



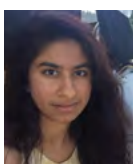
save for the physics class), sometimes it cannot be helped. Occasionally students will find themselves discussing supposedly illicit activities with which they may (and should...) have had little or no contact — for instance sex, alcohol and drugs. With so little experience, I wondered, is it possible to have a meaningful dialogue? The awkwardness of this is, I feel, compounded by the fact that many of the older members may in their past — or even present — lives have been more than a little acquainted with the same activities. Perhaps even if we have not experienced something there could be some value in at least discussing it. If I have never smoked a cigarette, how can I appreciate the benefits of abstaining? Someone points out that death is not something that needs experiencing in order to appreciate the need to abstain from it. What is inevitable about Inquiry Time is that while the original question that was posed may have been quite specific and grounded, the way the discussion ends will more often than not reflect exploration on a more rarified existential plane. Ultimately, Inquiry Time is a collective meditation on issues to do with self and the nature of reality. Who is this 'I'? Is there such thing as right and wrong? We are not ashamed of such questions here. It is not possible that any issue is too 'deep' to go into.

I wonder to myself somewhat casually whether Inquiry Time is ever enjoyable and, more importantly, useful? I think that on balance I quite like Inquiry Time. Yes, it is first thing on a Wednesday morning and the topics can be somewhat awkward to discuss — and can cut rather close to the bone. On the other hand, by merely being involved in the discussion that concerns universal human issues, something deep within all of us is disturbed. And even if that is all, then perhaps it is still worth it in the end. Whilst there are very rarely any concrete answers that arise out of Inquiry Time that give inquirers a feeling of progress, the act of sharing and listening alone perhaps contributes to the learning process for each of us in our own way.

There is no doubt in my mind that Inquiry Time is a wonderful leveller. Young or old, we are all students of life in all its bewildering complexity. As long as the age-old questions remain, Inquiry Time will have its place.

Inquiry time, which is separate from weekly dialogue, continues each week as part of the school curriculum.

This edition's Student Editor was Sereena Sahiba Singh.



Student Photographer for many of the shots in this issue was Anastasia Mee.



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GLOBAL ENVIRONMENTAL SOLUTIONS



By Pierre, Staff

“These experiences raise interesting and important questions for each of us. How educated are we about our surroundings?”

This year has seen an innovation in the Human Ecology program: the development of the Global Environmental Solutions (GES) module, the aim of which is to raise awareness about what is currently being done to address systemic environmental issues across the world. Recently we arranged for the school to visit Brixton, one of London’s burgeoning districts, to engage with several local initiatives.

Our first stop was the Brixton Pound Cafe, which sells products made from excess food produce donated by local businesses and the only ‘pay-what-you-feel’ (i.e. no fixed prices) cafe in London. We were given a brief presentation on Brixton’s history as a multiethnic district, the reasons why a group of people decided to create the Brixton Pound (B£), and what it does for Brixton.

This was followed by a stop at Brixton Energy Solar 1, the UK’s first inner-city, cooperatively owned renewable energy project on a social housing estate. The project involved the installation of a 37.24kWp solar power station on the roof of a housing estate, which groups of students visited. We also learnt how solar panels function, checked out a donation-based, free food project known as ‘The People’s Fridge’ and peeked into Brixton’s Impact Hub. We will bring these experiences back to Brockwood to see how we might learn from them in a different setting.

More importantly, this trip aimed to provide ideas and answers to the question:



“how can we live sustainably in an urban environment?”



how can we live sustainably in an urban environment? Considering that over half the world currently live in cities, initiatives such as those we saw in Brixton will prove pivotal in providing solutions to this great challenge.

A vast majority of Brockwoodians come from cities, and return to cities, we asked all students to locate and visit a sustainable initiative in their hometowns over the spring break. Not everyone was able to do it, but those who did came back with fascinating stories of solar-power-building-grandmas (Barefoot College, India), of efforts underway at universities to create a low-carbon campus (MIT Office of Sustainability, United States), of schools pioneering a truly ecological approach to education (Green School, Bali), and of small communities doing what they can to reduce their carbon footprint by investing in a wood chip boiler (Stengerts Bischofsheim, Germany). Not all the stories were rosy. In the UK, Hornsea’s efforts to establish a Transition Town by setting up a community orchard opposite Tesco’s fell flat on its face when the locals snubbed the offer of free apples with comments such as: ‘I can afford to buy my own thank you very much.’

All these experiences raise interesting and important questions for each of us. How educated are we about our surroundings, about initiatives going on locally and about our neighbours themselves? Do we live around people interested in living sustainably, and if so, why aren’t we hanging out with them more often? And if not, how might we engage with them so that we might have more apple orchards sprouting up in our cities and residents eager to eat them!

WHAT IS THE POINT OF EDUCATION?

A glimpse of my project on 'schooling'

By Jaya, Student



At the beginning of last year at Brockwood, I was totally awestruck by the idea that I could do something other than more exams! I don't really like exams. So I decided that I would start a project alongside my two exam subjects. I was looking for an area

that I wanted to explore, I had just arrived in an educational environment that was quite different so I settled on education.

I started with a lot of secondary research: reading all sorts of articles and books, watching documentaries and talking to the people around me about their ideas. I looked at identity, gender and trends in achievement and absence from school. I learnt a lot and the concepts really fascinated me.

Then started visiting alternative schools around England with a friend and observing how they did things. We spent a morning singing and playing with bubbles in a Montessori nursery. Another day we made bread on a campfire with the children at Dunannie prep school (part of Bedales which is an alternative school near Brockwood founded by John Badley). We also visited the Acorn School (which has its own curriculum adapted from many different pedagogies) and spent a long time looking around and discussing with Mr Whiting - the school's founder. We talked to people and got a sense of the way their schools worked and what kind experience it gave the children.

In January I took a trip to India to visit some of the other Krishnamurti schools: Centre For Learning, Shibumi and The Valley School. I began to see how culture also affected the way schools work and how people view them. I saw some of the theories I'd learnt in practice, like the hidden curriculum; this is the set of social behaviors that we learn in school through lots of 'hidden' and mostly unintended lessons eg. rules. The different rules we have and the importance we place on them teach children what kind of behavior is most important. In the Krishnamurti schools there are many different types of rules for accepted behavior but the most important do not focus on conformative behavior, such as wearing a uniform or having the exact equipment, they tend to focus on social activities like being conscious of others.

In the third term last year I decided to do some research that was totally my own! I wanted to know how other people in Brockwood make sense of their education. I did a set of interviews with different people in our community asking them about their



previous schools, the experiences they had there and what they felt was important. I was nervous and excited to interview people I read some articles about it beforehand and talked to some people who had worked with interviews before. Once I started an interview I became less nervous and my attention was more on what I was being told. It felt very special to have someone share their experiences like that. I recorded each interview on a dictaphone and then

“the hidden curriculum which is the set of social behaviors that we learn in school through lots of 'hidden' and mostly unintended lessons.”

I transcribed them all. Transcribing was wonderful! It took me many hours which makes some people pull faces and sigh, but I really enjoyed that process. I devised my own key and spent four hours on average listening to each interview and writing down each rise and fall in pitch and every emphasis, but I wasn't just jotting down a code, I was looking at how things were being said and trying to understand them.

This year I have been working through what I can make of these stories and ideas. I found points in each interview that struck me for some reason, then looking at the lines before and after I tried to see what the context for that was. I searched for clues in what they said to try and tell me where they were coming from: a stutter that might tell me they were unsure, a pause that gave them time to think or a smile. Knowing what I saw in front of me I then wrote about how I felt and what links there were with my own experience. I know how it feels to be seen as 'two dimensional' and be treated without regard for your personal experiences or how strong the frustration is when you just want to know 'What's the point?!' All these lines brought together a set of themes and ideas like a really beautiful and difficult jigsaw. I just haven't got it all put together yet. I don't know what I will have in the end, but whatever it is it will be my own exploration in my own environment and that's what I really love.

BEE PROACTIVE



Brockwood's long history of beekeeping continues and due to the bees' proliferation, some rehousing has been required. Three years ago, a swarm of honeybees occupied a swallow-box on top of our Water Tower and this colony has been very successful in establishing itself. So much so that a hive which we placed there is now packed full of busy bees and is bursting with honeycomb. This is an excellent occurrence as honeybee populations around the world have been suffering severe damage, often because of a parasite known as Varroa, which has wiped out millions of colonies.



The bees on our Water Tower are very healthy and appear to be free of

Varroa. It is very important to support such hives because these bees may carry genetic traits which somehow support resistance to the parasite. By increasing the quantity of bees with this DNA over time, the general bee population will hopefully grow stronger and more resistant.

To help this hive flourish, trustee Gary Primrose and staff member Alex Massie set about transferring the beehive to a newly built Warre Hive (pictured left). This new home will better protect the bees in the cold winters and give them more space to multiply. It is also possible to build windows into Warre Hives meaning students can be taken to view the bees and learn of the progress of these beautiful and important insects throughout the year.

Written By Michael, *Staff* (Based on info from Gary and Alex) Photos by Jennifer.



UNDERSTANDING EACH OTHER

The student 'Core Group'

By Kai Song, *Student*



Our primary role as the Core Group is to assist in maintaining a consistent communication between the staff and students, as well as ensuring that any issues or thoughts that arise are conveyed with clarity between the two.

Over the year the Core Group has had plenty of challenges and tasks which we have overcome. Before the school year had even started, four of us volunteered to come to school a couple days early and prepare some aspects of the school for the influx of students. This involved sorting out cubbyholes and rooms, creating a buddy system for all the new students and organising a number of getting-to-know each other activities, such as whole school games of Capture-The-Flag and Ninja (a speed tag game), group walks and meetings.

The Core Group meetings are often the place where dates and details for various events are ironed out, and we play a considerable role in many student organised events such as food festivals, parties and meetings, as well as presentations for the whole school.

It hasn't been all easy though and



the Core Group has had to deal with its fair share of trials and tribulations over the course of the school year. Thankfully, most were minor problems though like people not being quiet enough at study times, but there were some serious issues over the course of the year, one for example during the first two terms.

In this case there were a number of incidents where students broke agreements, in three cases being serious enough to warrant expulsions. During this time the Core Group discussed how to try and prevent such things happening in the future, and why they

happen in the first place, and we had a number of intense meetings about this with both staff and students.

I have found being a part of Brockwood's Core Group both an interesting and rewarding experience; learning more about the internal workings of the school and also having a sense of contribution to a place which has become a second home to me.

LIMITS

By Ainara, *Student*

It is your life. They are your limits. You make them. Nobody breaks them. This is how I see it...

If someone does not respect your limits, they are not respecting you. And if someone does not respect you, ask yourself: do you want this person in your life? I am not saying you should push them away from you. I myself haven't always done it but after doing it once, the only thing I could feel was liberation. Of course it is difficult. After liberation, I went through some times of never-ending crying, missing the people I had stopped relating to, but I have never regretted doing it. I am a much happier person now. Not because I moved away from some people but because I am learning to not be afraid of moving away from what hurts me, of saying what I want and how I feel. I am learning that I might not feel like being with someone one day, and feel like being with them the next day and that does not mean that I am a superficial person. I am learning that it is good to think before I speak, but also sometimes it is good to say what we think without mulling over it.

You don't feel like doing something? Say it. You are under no obligation to do anything. You don't agree with something? Say it. You are completely free to say your opinion. Someone is overwhelming you? Tell them. That does not necessarily



mean that you do not want them in your life, you might just not be in the mood. You like someone? Tell them. That doesn't mean you have to be in love with them for the rest of your life.

You feel like being with someone? Look for them, and tell them you feel like being with them. That does not force you to spend the rest of the day with them. You can just stay there for ten minutes and then go on somewhere else.

Feel free to do whatever you want to do. But don't ever disrespect other people and their limits. Have in mind that there is always a way of doing what you want without being disrespectful to anybody. I don't want to sound conceited, I only express what I think because I feel free to do so.

Now, I also want to say this: there are people that, even if at some point they did not respect my limits, are still in my life. If they are still there it is because my love for them is more than my want for them to go away. And maybe it is not about moving away from everyone that hurts you, because then we would end up being alone, but I do think that sometimes we don't push away some people just because we are afraid, when, deeply, they are more harmful to us than anything else. I don't know... I don't know anything. I just sometimes write what comes to my mind, and I share what I feel like sharing.

I still have a lot to live, but right now I feel proud to that the people I feel like hugging, if I ask them for a hug, they will give me one of those hugs that makes me feel free of everything and fully happy. The people I have on my side are the ones I want to have, and I feel satisfied because I am with who I feel like being with, and I talk to who I feel like talking to, and I love who I feel like loving. I feel that to these people I can show myself the way I am, and they will not reject me, nor make fun of me, because they value and appreciate me, and that makes me feel enormously happy.

From the Garden...

By James, *Gardener*



One of my main objectives at Brockwood is to revitalise the walled garden and restore it to its original, bounty producing capacity.

My long term aim is to enable the school to be as sustainable as possible with vegetables that have been grown on site and with organic principles. The plans have begun, working in tandem with Kate, the School's Head Chef, to create a list of produce that would benefit the kitchen. Of course, there are certain

crops that I can't completely provide, such as potatoes, onions and peas due to the sheer amount of land required to grow enough for so many hungry students! All of my seeds are organic, and come from Tamar Organics, in Devon, who are enthusiastically supporting our mission and I feel good about supporting a small company that shares our principles.

One of my favourite things about Brockwood is that everyone shares a common interest in the garden and is

"The students are involved in the full circle of growing, harvesting, preparing and sharing fresh, seasonal food"

so enthusiastic about the ins and outs of sowing, growing and harvesting. It's a joy to see the students working the land during their Human Ecology sessions and a pleasure to entertain their questions while explaining how things are in a working garden. I don't know if I'll inspire the next generation of gardeners, but I hope we can encourage everyone to think a little more carefully about where their food comes from and how it's grown.



to the Kitchen

By Kate, *Chef*



Our aim is to provide the school with delicious, interesting food which echoes the seasons, while providing the nutrition necessary to ensure our bodies flourish. A balanced diet requires all the vitamins and minerals, correct levels of proteins, complex carbohydrates, fibre, and healthy oils such as olive oil and coconut oil. I plan our menus to encompass all these requirements, and essential to this philosophy is the relationship of the school kitchen with the kitchen garden.

The students are involved in the full circle of growing, harvesting, preparing and sharing fresh, seasonal food, which we hope will instil memorable food experiences that will form the basis of positive lifelong eating habits. They learn to cultivate and care for the natural world, how to build and maintain a garden according to organic principles, and to grow and harvest a wide variety of vegetables. James, the Head Gardener and I have started this year with a comprehensive plan for the garden production.

We have carefully chosen varieties for flavour and interest, with colours across the rainbow. By choosing our own varieties, we can have produce not available to buy from wholesalers or other suppliers, and this gives us the opportunity to experiment with

lesser-known or expensive varieties, and to add new flavours and textures to our cooking.

We plan to preserve crops which are ready to eat in the summer months – making chutneys and pickles, canning tomatoes, and blanching and freezing beans and peas.

During the winter month the squashes, pumpkins and marrows are ready for eating. These we use for warming curries, tagines, and soups, stuffing them with pulses and grains, and for making falafels and veggie burgers. They provide us with vitamins A, C, E, B6, minerals such as magnesium, potassium, calcium and iron, and other anti-inflammatory and antioxidant compounds.

Also during winter, brassicas such as broccoli, and cabbages, along with leafy greens kale, spinach and chard provide us with fresh green vegetables. They are great sources of vitamin A, C and K, iron, anti-oxidants, carotenoids, protein and fibre.

The winter root vegetables such as swede, celeriac, beets, parsnips are sources of complex carbohydrates. They have a low glycemic index so provide great slowly released energy, lots of fibre, and are a nutrient-dense way of getting starch and sweetness into our diets. We use these again for soups, casseroles, gratins and fritters.

Beans and peas will be ready from

the end of the summer into October, and provide beta-carotene, vitamins B2, C, and E, silicon for bones, and carotenoids. They are high in fibre and protein, and naturally cholesterol-lowering. We will be blanching and freezing excess crops for use over the winter, otherwise using them fresh in the kitchen as salads and side vegetables.

Our greenhouses will be full of tomatoes, cucumbers, salad crops and herbs. Tomatoes give us lycopene, the most powerful anti-oxidant, vitamins C, E and potassium. They guard against cancer, and keep our hearts healthy. We use them fresh in salads, and cooked in sauces, curries and soups. The salad crops and herbs provide all the vitamins, many important minerals and essential oils. We use them often as they are anti-inflammatory, anti-bacterial and have digestive and calming properties.

Planning the weekly menus involves combining what we have ready in the garden with pulses, dried beans, tofu and dairy products for protein and calcium, and avocados and nuts for omega-3, essential for healthy brains and cells. Taking a daily morning walk around the kitchen garden gives me inspiration and is wholly re-energising, and liaising with the kitchen garden staff allows us to have vegetables and salads harvested that morning for use at lunch – super-fresh, full of nutrients and flavour, grown on the premises and two hours out of the ground! What could be better?

WHAT HAPPENS WHEN MAKING ART?

Observations from the art barn

By Ashleigh, Staff



Making art attracts some people, and for many different reasons. It can often be seen as a human endeavour that is full of passion and

by a person of free-spirit, you know, the 'arty' type. But what actually is happening when someone is making art? What has it got to do with beauty? What does expression mean, and why does there at times seem to be so much ego involved? These are questions I have been thinking about for most of my life, and teaching in a Krishnamurti school brings them in to sharp focus. Reflecting on my own art practice and observing others at work in the art barn, these are some of my thoughts.

By using such elements as colour, form, depth, visual creation can perhaps communicate a truth; something of a deep connection from within the wholeness of life that is inexpressible with words. A similar occurrence happens when improvising music and free-movement dance. In these processes, the movement of



exploring and understanding is an alive and vital relationship with what is. For me, whether it is drawing an object from life with all its detail, or exploring abstract mark-making through the understanding of the body – feather gripped in hand, dipped in ink and a swish of the wrist – it is an attentive relationship with something true, a movement investigating this real-ness. In these moments there is no sense of self, and the product of the art-making is not important until the self looks at

it, and assesses. One art-making person once said that the painting was like the remains of something that had come and gone, the ashes of the work.

The moment the ego, or sense of self steps into this alive and moving relationship it assesses, measures, compares, tugs it from what is, to what it thinks it should be. Of course something may need adjusting to inquire into an outer or inner truth: the angle of a line, the colour for mood or the texture of a brush-stroke. These are the art-makers tool box, to use when needed. But we are all familiar with the comparisons and value judgements our minds can jump to – 'Why did I put that line there? It looks awful, it's not how it should be... their work over there looks so different from mine. It's amazing, why can't I do it like that? I hope they don't see mine'. There it is, the movement of thought, with all its pre-formed judgments and ambiguous values; what 'good' or 'perfect' is, what someone else's 'good' might (or might not) be, and attempting to impossibly measure against it. How can we meet this, together? How do we accidentally reinforce this, or dissolve it? We bring many assumed ways of responding, complimenting for example, but this is informed by the self and feeds it. Does it need a response, and if so, what is the response actually valuing? These are questions for me as a teacher, as a learner.

Some art-makers focus purely on what is culturally valued and center their work around technique, effects or shock factors, turning it into a career. But these are products to meet other people's expectations or to compete, and can be full of self-importance. Krishnamurti voiced that "knowledge



can be used by the self for its own expansion, its aggressiveness, its innate cruelty".* When the vital, connected truth in the work has been forgotten, I propose we can sense the difference. Perhaps true expression demands no ego, and true innovation demands no static beliefs of 'what works'.

In the art barn this year many moments of pure beauty and attention have happened, such as in the dark room developing film; during gesture workshops; with blindfold painting and watercolor portraiture. Observing this has been breathtaking and it has been incredible to take part. There have also been moments of pure frustration. For a young person, the idea of 'becoming' is almost unavoidable, the whole fact of being in school is often felt as a gigantic effort to prepare for a later life, of being and doing something as an adult when your education is over (my memories at least). Who will I be? What will I do? The pressure and anxiety related to these unknowns make it urgent to find out. Identity can become very important because it can be formed and controlled, and measureable skills become very important because there is perceived safety in an inarguable fact. But in moments when this falls away and is forgotten about, I have observed in myself and in those around me that the 'what is' is met with an inner quiet and a fully attentive being, and there is a great joy in creating something new. This newness is an exploration of life, a part within an inseparable whole. A living relationship.

* Reference: The whole movement of life is learning: J. Krishnamurti's letters to his schools.



IN RELATION TO THE CRISIS IN THE WORLD, WHAT SHOULD OUR SCHOOLS BE DOING?

By Mary-Ann, *Inwoods Staff*

“People need an atmosphere of care and affection, free of fear, to be able to non-judgmentally observe themselves and learn together”



The conflict, wars, monopolies and environmental destruction are so prevalent because humans are infused in an atmosphere of authority and control in both obvious and subtle ways, and therefore heavily conditioned by this. In response, our tendency is to follow or rebel, to fight or flight, to become the dominator or the one being dominated. Hence this general trend in life. And as children grow they fall increasingly into one camp or another, hopping between them as conflictual incidents present themselves. As they grow, they continue to have relationships that evolve in this limited way. The emphasis is then rarely on connection and solutions (outer and inner) to the bigger picture of working together towards a harmonious planet, because we are getting too lost in the daily details of winning and losing one’s personal battles, and teaching our young to do the same.

The school environment is more often than not infested with hierarchical structures, the pedestal of knowledge, and the accepted power of the adult. And because of a system in which large numbers of children are grouped and shuffled from one set of tasks to another, while the adults are managed to fit in and produce the expected results, there is little scope for creating a mind that approaches life very differently. In fact, these environments are greatly contributing to a violent world in the way that they violently impose, coerce (with their punishments and manipulative

rewards), and instil the belief that people (big and small) must be managed.

To function differently as a school, firstly we need to remove the hierarchical labels such as director, head, superior, leader, manager, etc. or clearly redefine them as ‘keepers’ of a functional role that also aims to support the spirit of working and learning together. Objects, timetables, hazards and routines can be managed but not people. People need an atmosphere of care and affection, free of fear, to be able to non-judgmentally observe themselves and learn together.

Authority is so powerful that it can convince people to kill or hurt another human being, or passively allow this to happen. Authority permits us to destroy the planet’s resources for profit, or intimidate and divides us from one another within our own organisations, no matter how small. To raise the young to be free of these destructive effects of authority we need to raise them to be highly sensitive and aware of their own psychological movements and intentions. We need to provide a unique culture and safe atmosphere that allows them to question our motives while equally exploring their own. They need to be given the space to think things through independently, logically, compassionately, and be very attentive to the tendency to comply or resist. And they need the chance to observe themselves in the here-and-now so that insights can arise from that important inner work, resulting in right action rather than reaction, compassion rather than corruption.

Our role in these schools is to raise a mind that is a light to itself.

BLACK HOLES, SPAGHETTIFICATION, AND THE MYSTERY OF THE COSMOS

By Tereza, Student



Black holes! Do they really exist? Even scientists are not sure about this question. But if they are, what lies on the other side of the black hole? If someone foolishly fell into a black hole will they crush by its immense gravity, as most physicists believe, or will they be transported to a parallel universe, or emerge in another time era? Who knows? So many theories surrounding this mystery of the cosmos, and the most unbelievable for me is the Einstein-Rosen bridge, or about wormholes. That is a theory about multiverse!

All universes, all different kinds of worlds, connected within wormholes. And you can go from one to another! The simplest way to visualise a wormhole is by thinking about Alice's looking glass; anyone walking through the looking glass will be transported instantly into wonderland, where animals talked and common sense wasn't so common.

But first, what is a black hole? According to general relativity, gravity effects light. So simply put, a black hole is a massive dead star, where gravity becomes so intense that even light cannot escape. But how does it actually happen? Imagine! The center of a star it's like a nuclear bomb held together by gravity. The star is the balancing act between gravity which wants to crush the star and nuclear force which wants to blow the star apart. But when very big stars, a million times heavier than our sun, have used all nuclear fuel, such as hydrogen and helium, gravity wins, the star begins to collapse and then explode. This cataclysm is called a supernova and it can shine brighter than thousands of galaxies! Or it can go another way. As the star is collapsing, it's surface gravity becomes greater and greater. The light emitted from the star is consequently more and more curved

by gravity. And there is a critical moment in the process of collapsing, when the star forms a black hole within the Schwarzschild Radius (this radius is equal to 3 km for a star of 1 solar mass). From that moment, the light rays are bent so much that they cannot leave the star. Everything gets sucked into the blackness and destroyed.

You may be asking the following question: if no light escapes from a black holes, how we can see them? The answer is that the gravitational field near the event of horizon (that is a point after which there is no going back) is very strong, and material falling into a black hole gains energy and is compressed. Thus,



we 'see' black holes by observing the hot, dense material around them. So the black hole looks like a ring of fire, which can fry and absorb a whole solar system including the Earth! And now imagine you want to go through such a place!

The first problem which we are going to stuck with is why professor Stephen Hawking called it, spaghettification. Near the event horizon gravitation pulls stronger at the front then it pulls at the back. As a result we are going to be stretched out like spaghetti and die before we approach the center of the black hole. But there is a way around it. This can sound magical but supermassive black holes bend space and time less than small ones! What we need to do is find one. Astronomers believe that supermassive black holes are at the heart of almost every galaxy, including our own. But here we get one more

problem. Around massive black holes there are lots of cosmic trash and dust. When it falls into a black hole it is twisted with it and speeds up and this causes extreme amounts of radiation, so a spaceship would be burned before it went through a black hole. So there is only one thing we can do which is to somehow get the black hole out of the heart of the galaxy into an environment away from gas and dust. This sounds impossible, right? But it happens. When galaxies collapse, sometimes a supermassive black hole gets thrown out into empty space. It leaves much of the dust and gas, and just flies into galactic space with very little extra material. And this is a perfect environment where we could drop into a black hole without the danger of being spaghettified or frayed.

But now is real fun begins! In the very centre of a black hole lays a monster called a singularity. A region which is so dense, that space and time have no meaning! There is everything that falls into a black hole is stops existing. And a wormhole is lying exactly in a center of singularity. Everything is moving and everything that tries to get inside will be destroyed. So the solution might be to try to approach it from above and fly straight into the wormhole hole. But if a worm hole is not stable the gravity of our spaceship will be enough for a wormhole to collapse. We need to find something that will keep the gate open while we are going to fall into it. Here we have to go to the very edge of modern physics. This is where science reads like science-fiction. Physicists believe that there exists something inversely proportional, gravity-antimatter. Instead of falling down it's falling up. And this can save the wormhole from collapsing. But if negative matter actually exists, it is somewhere in a deep space pulled by normal matter.

To tell the truth, wormholes and how to use them to enter the multiverse is easy to call into question and it is very easy to say that all of this is nonsense. But we live on a green planet rotating around fireball, where the moon manages the tides! So let's believe in miracles.

USE IT OR LOSE IT!

By Thomas Lehmann, *Staff*



According to a professor of history and author of two books I would highly recommend (*Sapiens: A brief history of humankind* and *Homo Deus: A*

brief history of tomorrow) it is very likely that most of the tasks humans presently do to earn a living, to get from A to B, and even in their own households, will soon be taken over by intelligent machines. This is a development that has been a long time coming, but robots assisting surgery and algorithms suggesting which movie we should spend our evenings with are already commonplace.

Brockwood's founder, Jiddu Krishnamurti, asked what would happen to man when technology becomes more and more intelligent and dominant? What will happen to our brain when machines can do almost everything we do?

Equally, it is worthwhile to ask what will happen to our bodies if we continue to underuse their natural capacities to move? In general, modern life does not require us to keep our bodies mobile, healthy and sensitive. We sit on chairs for 8 to 12 hours a day, we rarely have to run, jump, carry heavy things or balance to accomplish everyday tasks and neither are we generally encouraged to pay close attention to our bodies. Having evolved over millennia to engage in a variety of movements every day, these circumstances lead to an epidemic of health problems, excessive tension and pain.

In a quest for a healthy and able body, more and more physical educators and movement teachers look back at our evolutionary history, making connections between how our ancestors (human and animal) moved and what our body needs today, and in the future.



Monthly challenges can be a good way of paying closer attention to and increasing awareness in specific parts of our bodies.

Over the course of this school year, we started engaging in small physical cultivation challenges, focusing on different movements and areas of the body. Last autumn, we started with a '30 day squat challenge', in order to help us recover one of the basic human resting positions, the resting squat. In many cultures, the squat was and continues to be the preferred position to rest from standing, walking and other strenuous activities. In the western world, the large majority of people are not able to maintain this position for any considerable amount of time anymore, usually due to restrictions in the hip and ankle joints.

In winter, inspired by a video of an agile gibbon messing around with two tigers in the jungle, we focused on the upper body, engaging in a '30 day hanging challenge', helping us recover our overhead range of motion in the shoulders, improve grip strength and decompress our spines. Providing many positive effects in little time, short bursts of hanging and swinging make an excellent addition to everybody's health and movement practice.

Following an old Chinese proverb that says that we are as old as our spines, we are focusing on our backbones in the final part of the school year. The spinal column consists of

24 individual vertebrae (plus the sacrum and the coccyx), all of which are meant to bend and extend, bend laterally and rotate. Since we rarely pay close attention to our backbone, many of us perceive our spine as one fixed whole. This eventually leads to problems, ranging from simple restrictions in mobility to disc bulges and chronic back pain. To prevent these problems from happening and to create more awareness, we are engaging in a 'spinal wave challenge', aiming to spend at least 10 minutes a day working on our spinal mobility, mostly with different variations of spinal waves (or spinal undulations).

These movements have long been part of ancient Chinese movement practice as well as a variety of different traditional dance styles and have recently been popularized again for their huge benefits to spinal health and mobility. At the same time, they are inherent in the movement of many of the wild creatures living on this planet, such as lizards, cheetahs, snakes and many other animals.

Use it or lose it! There could be no higher truth when it comes to our bodies and their amazing capacities. Movement teacher Ido Portal says, the best reason to move is: because you can! Whatever happens, machines will never be able to watch, listen, feel and move our bodies as we can. To care for one's body is thus both a privilege and a responsibility. And if that is not enough, to crawl like a lizard and swing like a gibbon looks really fun too.



BROCKWOOD FROM OUR PERSPECTIVE

By Arno and Jane, *Students*



At first glance, Brockwood Park School will likely resemble one of the following descriptions: A safe haven for free thought that leads to a greater social and environmental awareness, or a building full of Krishnamurti followers.

This first impression depends mainly on the observer's perception of their environment (so blame yourself), as there is some truth to both of these descriptions. More so to the former than the latter, in our opinions. Now, you may ask yourself "What would cause a school to leave such an odd impression on its visitors?" And you would be asking a very good question indeed. Congratulations!

The short answer would be

to say that it lies in the interactions that students and staff members have amongst themselves and each other.

Brockwood is very small in numbers and as a result, everyone is rather close and our sense of social duty is strengthened. Besides that, the school puts a lot of energy into promoting environmental awareness through the "Human Ecology" course which all students attend.

The rest comes down to your personal impressions and opinions. One thing that becomes clear to one living in Brockwood, is that this place has more to do with being in an educational community than it does with being a 'normal' school.

A Brockwood education can be more centered around personal development, self-learning and communication, than on exams and academics. There are disputes. There are clashes of opinion. There is the blind following of rules, and the reckless breaking of them. We have long repetitive meetings and endless

open-ended discussions. Despite the frustration that may come from this, students and staff maintain a sense of community and respect of individual's space. Brockwood in this sense gives you space to learn, allowing you to develop in a wide spectrum as opposed to encouraging specialisation.

Having this freedom allows for more personal reflection which in turn leads to a communal development. Brockwood grows and changes as each individual within it does. In short,

"Brockwood grows and changes as each individual within it does"

the many interactions of its members allows the community to evolve. Then again, people like to talk bigger than they act. For all the emphasis on a supportive community, most people (staff and student alike) will show up 5 minutes late for class and occasionally attempt to abandon their duties.

In all honesty, things still work out much better here than they have in any previous school system that either of us are familiar with.

AN END OF TEACHING AND A FOCUS ON LEARNING

By Andrew, *Recently Retired Staff*



So, that seems to be that, I think. Like the pathological darkness of these misty, dank days that span the end of one year and the beginning of another,

the years of teaching in schools that have dominated my life gather together and hang in a veil of memories. I did not like school when I was obliged to attend as a student, and I have not really enjoyed the experience of the structure of schools as a teacher. The classroom could be a place of laughter, silence, boredom, interest, intelligence, or stupidity; yet I could never remain too long in that one place, feeling the need to move, to breathe and to release the brain. Some days I would watch children as they stared out of the window in a yearning to be free, or lost in some hazy story that would lead them through lands of inconsequential tenuous reality. Some days I would

find myself disappearing through a gaze that would penetrate the grass and the trees with such uncertainty and incredulity that to return to the classroom was like waking from the edges of sleep.

I have finished teaching almost in a way that could only have been designed for one who was distinctly averse to cleverness; whose irritating tendency was an inclination to find humour in everything, and who never felt any superiority to the children in the room. Not a successful career perhaps; no great status or salary, no invitations to impart wisdom gained from the years, no first-class degrees or glittering prizes, just the opportunity to listen and discuss with young people. And a delight in being with the young.

Life is not circular, but moves in spirals, overlapping like the conical shells that can be found on the shores; beginning at a point and spreading until the emptiness inside is greater than

the thin outer coating that is so fragile and almost translucent. The lifetime of experiences that do not only exist in memory are caught in the net of learning, not to be extracted and held as true, but rather to be left to flow loosely in the consciousness of all humanity.

Thus, my final work, whether it comes to some sense of fruition or not, is to delve into learning, to question the assumptions that have arisen over the years, particularly concerning the organisation of learning. Can learning be organised? What are the results of attempts to organise learning? So, my wife and I leave for three months in India, to travel, to observe, to listen and to learn. The work of Rabindranath Tagore and Jiddu Krishnamurti will feature as markers along this pathway of inquiry, of great significance, but not exclusive; and conversations will be had at every opportunity.

The next step is beginning.....

BROCKWOOD'S MATURE STUDENT PROGRAMME

By Alejandro, *Mature Student*



Why am I at Brockwood Park School doing the Mature Student Programme? That is a question that my family, friends and society seem to ask frequently. Why am

I not doing a master's degree instead of wasting a whole year? Why did I quit my two jobs to come here, knowing the difficulty of getting new ones? Why am I leaving behind my partner, family and my dog? For what?

For all of these questions my mind could respond with many reasons. Maybe just to stop for a minute in this crazy life, and observe. Or to try to see something different within myself. Maybe to experience what it is like to live in an educational community, or to get out of the crazy movement of the society that I was living in, just for a necessary breather. Maybe all of them, maybe none. But the real thing is that I don't know, I just have this feeling that there is something else here that I cannot measure, something that is right, and if I explain it, then is not that anymore.

The truth is that the mature student program is giving me the opportunity to focus my energy and the time to observe this world within me. This doesn't mean that I am not doing anything, we have a lot of things to do, as in any other community.

The mature student programme is actually not so different from the stereotypical life except that we work for four hours a day. But as we don't earn money, our work pays for all the things we receive from the School, like food, accommodation, the use of all the facilities and the experience. Some mature students work in the kitchen and they have to adjust to the pressures of preparing a delicious vegetarian meal each day for more than one hundred people.

The mature students that are in The Krishnamurti Centre need to be ready to welcome guests that come for retreats, making their stay as pleasant as possible. The mature students that are in housekeeping prepare the

rooms for guest helpers, visitors and prospective students and mature students, so that they can feel at home. And the mature students that work in the grounds and garden are there to grow organic food and to keep the place looking beautiful, no matter the weather.

So, why be a part of the mature student programme? Each member of the community has their own story, but I can only speak for me. I feel that it doesn't matter where you are, it can be Brockwood, a public school, a monastery, your house, your work, it doesn't matter if you are a mature student, a staff member, a student, a guest helper, a trustee, the co-principal of the school or any other label you want. If you are living with inner conflict, you will have that conflict wherever you are. But the reality is that here in Brockwood Park School I have the chance to focus my energies in observing and inquiring into what we are as human beings, with all our labels, conditioning, conflicts, fears, sorrows, etc. That is because all our basic necessities are fulfilled in this program. Therefore, I don't need to worry about surviving. So my energy is focused inwardly.

So what am I doing with all my energy? Am I using it to fulfill desires and pleasures? Am I using the energy to distract myself from reality and continue with my inner conflicts? Please don't misunderstand me, anyone can use their energy as he or she wants, but if one is really interested in going deeply into what we really are, what it means to live differently, then this programme certainly gives one the space to focus on diving into oneself.

This experience is helping me to continue to open my perspective of what is happening in myself, human beings, nature, and the world.



Observing that there are millions of people around the world that do not even have the basic necessities like food, clean water, health or even shelter. I see that many people are living with social conflicts such as wars, corruption, violence, having to run away from their original homes and so on. Also this makes me realise that life in the cities can create yet more conflict because there is no time to stop and look at oneself, because our senses are bombarded with endless stimulation, our energy scattered in so many things, like surviving, earning more and more money and consuming all kinds of products and experiences in the name of pleasure. All of this is created by us.

I sometimes wonder, If I did not have food so easily available, then would I have the energy to enquire into myself? Would I have the energy to look carefully at who I am if my life and my family were in danger, due to being surrounded by war? Why would I bother to enquire if I lived in comfort, a life of pleasures and stimulation? I also ask, what is my relationship to nature? Do I use nature just to fulfill my desire? Is that a relationship, to use something? Or is there another way of living?

So as you see, the mature student programme is leaving me with many questions without answers. But I feel that enquiring into what we are, what we are doing in this life, how we live, is maybe when we start to see another way of living.

If you are interested in the programme contact recruitment@brockwood.org.uk

CREATIVE WRITING CORNER

NOTHING MORE. NOTHING LESS.

By Mercedes, *Student*

She ran. She ran far away. She drifted over clouds and glided over seas. She sprung over mountains and marched through forests. She felt the wind blow through her hair and she felt the raindrops meet her fears. She smiled at the sun and welcomed the moon with a laugh. She heard stories and met wonderful people. She accepted every flaw and recognized every fault. She would listen and talk. She would be open and get hurt. She would trust and be vulnerable. She would love and be loved. She would love more and be hated. She would fly and be grounded. She would kiss and be kissed. She would live and eventually die. But she left behind memories in people, thoughts and words they could never forget. She traveled and met strangers. She changed a lot of lives and she would've never known. She walked this earth with all her power and strength, with all her pain and vulnerability. She lived truly with an open heart and open eyes. She lived as she was. Nothing more. Nothing less.

The Silent Room

By Helen, *Student*

Falling down a rabbit hole
deep inside my mind
thoughts pass by
books, retreat, birds and trees
turning in circles around my head
like bees around a flower.

I fall deeper
spiraling downwards
I hit the bottom
my eyes are closed
my ears buzz, it's silent
bright colors dance on my eyelids,
like sparks from flint
I am mesmerized.

I open my eyes and blink
I am still in a round room
it's still carpeted and white
but I'm alone, and it's quiet.
At last...

untitled

By Rowan M, *Student*

A sun goes down,
a moon comes up,
along with a thousand
scattered points of light,
lit by sun's of uncounted
number.

A constant reminder to the
moon that, it too,
shall have its night ended,
by what gives it light,
sure enough,
as the hours turn,
dawn begins to break,
and a sun rises once again.

MAJORCAN FLATBREAD WITH VEGETABLES (COCA DE TRAMPÓ)



Description

On its own, Trampó is a classic Mallorcan salad of ripe tomatoes, green bell peppers and white onion. It is usually seasoned to taste with salt and plenty of extra virgin olive oil, and if drained, it can be used for topping flatbreads, making for one of the island's most popular cocas. My intention with this recipe is to provide you with a healthy, balanced and vegetarian example of Mediterranean cuisine, which you can easily cook at home. Hope you give it a try!

PART 1: The dough

175ml WATER
1 tsp SALT
1 EGG YOLK
150 ml OLIVE OIL
1 tsp SUGAR

MIX WELL

ADD FLOUR SLOWLY! (WHILE MIXING)
PLAIN FLOUR

COVER THE DOUGH AND LEAVE IT TO RISE FOR 90:00 (MINUTES)
ZZZ...

STOP ONCE THE DOUGH COMES AWAY FROM THE BOWL

PART 2: The trampó

FINELY DICE THE VEGETABLES

500g GREEN PEPPER
500g WHITE ONION
500g TOMATO

1 tsp SALT
1 tsp PEPPER
150 ml OLIVE OIL

MIX WELL

GREEN PEPPER
WHITE ONION
TOMATO

LEAVE IN THE FRIDGE (to marinate) FOR 90:00 (MINUTES)

PART 3: The final preparation

SPREAD THE DOUGH ON A GREASED BAKING TRAY
AND SPREAD THE TRAMPÓ (DRAINED) OVER IT

BAKE THE COCA AT 140°C FOR 90min. AND THEN AT 180°C FOR ANOTHER 30min.

LET THE COCA COOL DOWN, THEN CUT INTO SQUARES...

AND ENJOY!

BROCKWOOD IN BRIEF

Saving an Owlet and Meeting an Owl

First year student Anastasia went for a wander through the woods and happened upon a baby owl which had fallen from its nest. She knew that if she picked it up its parents might abandon it, so she sought advice. She learned that a Tawny Owlet would likely not be rescued by its parents, so she took the initiative and took in the little owlet to safety. Brockwood then contacted an owl sanctuary, which was happy to raise the little creature to adulthood before setting it free once again. But the story does not end there. Brockwood students decided to fundraise in order to assist in raising the owlet. They made a donation jar and held a charity concert where they raised over one hundred pounds, all of which will go to bringing up the baby owl. Hopefully, that owl will be flying around us in the woods in Brockwood in the months and years to come.

In June, Kim, who runs the sanctuary, visited Brockwood to teach us more about how owls live and what more we can do to help them survive. To our delight, Kim took along a barn owl so we could have a closer look at this extraordinary creature.



Our Annual 'Leavers Hike'

Our annual 'Leavers Hike' is approaching! Small groups of graduating students will embark alone on a three day hike, carrying all their equipment for camping, cooking and navigation, with staff monitoring and following at a distance. The students have been busy planning their group's routes, meals and learning about navigation in the wilderness and practical first-aid skills before setting out on their journeys.

Human Ecology

This past summer term many students have worked on enviromental based projects in Brockwood. Students have been working on making Bokashi bins (a very efficient compost bin which allows you to compost basically all food), a tippy tap solely run on collected rainwater, and restoring old solar panels.



End of Year Workshop Programme

For the last month of the school year, Brockwood has introduced a workshop-based learning programme. The students have been creating their unique timetables with workshops like Politics, Philosophy, and Music Business/Production to Chinese Spinal Movement, Textiles, Cyanotype (pictured) and Bookbinding. We have had some handmade creations like rucksacks and dresses as well as energetic discussions about the world's current potitical situation.

Come for a Visit

Brockwood Park School's next Open Day is taking place on Saturday, September 30th. If you, or someone you know, are interested in coming along and visiting our international boarding school, please get in touch and RSVP. You can meet the teachers and students, tour the grounds, see the facilities and, if you stay for lunch, sample some of the produce from our organic garden.

For more info or to book a visit, please email enquiry@brockwood.org.uk or visit www.brockwood.org

A poster for Brockwood Park School's Open Day. The background is a colorful, abstract painting with swirling patterns in shades of blue, red, and green. In the foreground, three students are sitting on wooden chairs. A girl on the left is wearing a white tank top and blue shorts, a boy in the middle is wearing a blue and white striped shirt and blue jeans, and a girl on the right is wearing a red top. The text on the poster reads: "BROCKWOOD PARK SCHOOL", "OPEN DAY", "September 30th: Sat 10am-3:30pm", and a quote from Sir Anthony Seldon: "Brockwood has been a pioneer in British education in so many ways, not the least in its use of stillness or mindfulness". At the bottom, it says: "Please register to join us: 01962 771744 | enquiry@brockwood.org.uk | brockwood.org.uk".