



THE PAVILION PROJECT

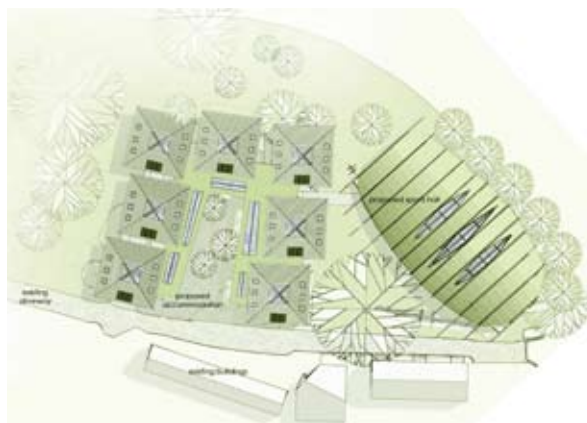
A Grand Design in Every Sense

Bill Taylor, *Co-Principal*

The Trustees of Brockwood Park School have decided to go ahead with plans to build seven interconnected boarding pavilions at Brockwood in the coming year. Circumstances permitting, these will later be followed by the construction of a combined sports hall theatre. This is the largest building programme undertaken at Brockwood since the construction of the Krishnamurti Centre, twenty-two years ago.

Sometimes there is a happy conjunction of events such that it feels as though some grand design is at work in our lives. Almost two years ago a small steering group of staff and students gathered over a pasta supper at one of the Brockwood cottages; they were charged with the task of working out exactly what the requirements were for several new buildings the School was proposing. Already two years of work had gone into developing an estate strategy that supported the future plans of the School and the decision to build new boarding accommodation and eventually a sports-hall/theatre had been taken some months earlier by the Trustees.

The steering group fairly quickly realized that it did not have sufficient technical skill for the task at hand, so was grateful when a trustee proposed that a friend, who was a semi-retired architect, might be persuaded to offer some help. The only problem—the friend lived in New Zealand. But an airline ticket was donated, the friend was keen, and within a matter of weeks the group met over pasta again, with a slightly jet-lagged architect, Mike Davies, there to provide the necessary expertise. Immediately, progress was made in clarifying needs and identifying problems.



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MOVING MOUNTAINS WITH MIRACLES

For many students wishing to attend Brockwood, their families go to great lengths in order to make it happen, but still their combined resources fall short of what's needed to cover the school fees. Brockwood keeps these fees as low as possible to make entry to the school non-exclusive, while also needing to ensure its own survival. The situation can only be alleviated by a 'miracle' and for deserving students this sometimes comes in the form of a Brockwood bursary. Each year the School gives in the region of £95,000 in bursaries and generally more than one third of our student body benefit from this. In order to find this money we have to 'move mountains' and to do this we are assisted by the AG Educational Trust, who generously offer to match any donation up to a total of £10,000. This helps to take one 'big bite' out of the mountain! If you are able to assist by making a donation to The Bursary Fund, please contact the Accounts Department at Brockwood (email: accounts@brockwood.org.uk / telephone: 44 (0)1962 771 744). Cheques and transfers should be made out to the Krishnamurti Foundation Trust and clearly tagged 'For the AG Matching Fund'. Many thanks!

WANTED: ALUMNI IN N.AMERICA

In early March, the Co-Director of Brockwood Park School, Bill Taylor, is due to visit the USA for several weeks. His trip, which will focus on the west and east coasts in particular, has a dual purpose. Firstly, he plans to visit colleges and universities with a view to creating links which may assist Brockwood students to study in the US. Secondly, he is hoping to meet with as many alumni as possible in the time permitting. This is in order to get to know alumni, to help create networks and to inform them of developments at Brockwood. These meetings will probably take the form of informal social gatherings in different locations. If you are an alumni willing to help organise such an event, or wishing to participate in one, please make contact with Bill at: bill.taylor@brockwood.org.uk



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Mike, not having worked in the UK for a long time, one morning decided to call his former employer, to find out what current prices for materials were. The ensuing conversation went something like this: Roderick (former employer) "Where are you?" Mike: "I'm at a place called Brockwood Park," Roderick: "Is that the Krishnamurti place?" Mike: "Yes, how did you know?" Roderick: "We helped build the Brockwood Art Barn." Roderick's company was responsible for the construction of the traditional green oak timber frames in the Barn. So it was that a few weeks later Roderick visited Brockwood and sat down with Mike and members of the steering group to discuss the plans.

The idea to build low-level, domestic-scale, eco-friendly pavilions was born there. Roderick argued persuasively that one large building would impose itself too much on the site, would be more expensive due to the increased need for design professionals and would not allow for incorporating a self-build element as smaller scale buildings would. Roderick James Architects have since done detailed drawings of both the pavilions and the sports hall/theatre for Brockwood and these have now been lodged with the local planning office for planning permission.

The pavilions will have internal green oak timber frames, complementing the design in our existing art barn and woodwork barn. Roderick was partly responsible for reinvigorating this traditional style of building in the UK some years ago, when he helped establish a company specializing in this work. He was also the first Director of the highly regarded Centre for Alternative Technology in Wales, which meant that we felt assured his company would understand our needs for eco-friendly buildings. Mike continues to work closely with us on every aspect of the project.

Over three-quarters of the two million pounds required to construct the pavilions has already been raised from legacies and some pledges. We are planning a fundraising campaign to find the remaining £400,000. If you would like to become part of our grand design and help make it happen, donations can be made via our website (www.brockwood.org.uk) or contact us at: pavilions@brockwood.org.uk and also see "Looking Towards the Future of Brockwood Park" at <http://blog.brockwood.org.uk> for further information.

Apology and Correction: In the first printed issue of this Observer, the author misquoted Roderick James as claiming to have assisted in the building of the Krishnamurti Centre. This was not the case. The green oak frames in the Krishnamurti Centre were constructed by Peter McCurdy.

THE COMMUNITY REFLECTION & RESPONSE

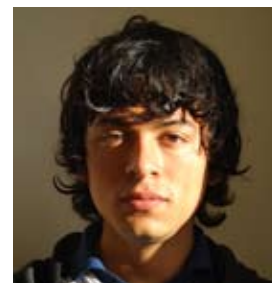


Pauline Gaubert, Student

The project is actually quite exciting. I hope they have enough money. There will be more space for people and guests will be able to come. Of course I hope it won't be 20 more but with 5 or so it would be alright. I like the idea of students helping to build it, and the possibility of Brockwood getting better known in the outside world.

I think the design of the buildings has a really balanced look and I find the architectural elements visually pleasing.

Diego Zelaya, Student



Bar Kartim, Mature Student

The Building project might affect the community in the way of creating inner communities or small groups according to each house unit. I wonder if it could create separation within the school or, on the other hand, it could actually make us more aware on the practical level of all the implications of living together. The opportunity of living in a small unit can help develop the sense of maintaining our own living environment. We are living and studying in the same place and this can become too hectic and too intense sometimes. I hope through this distance from the main building we will manage time better and things will be less connected so that we can find space to withdraw as well.

Obviously, new buildings could be a benefit for the place as we must improve facilities when and where we can. The issue is the consequences for the student numbers and I hope this issue could be resolved with the full involvement and support of staff, and with a feeling that K's intentions have not been compromised.

Colin Foster, Teacher/Staff



BEYOND THE CLASSROOM



PHOTO COURTESY OF SENTHIL MALAIVENDHAN & FIAMMA BORGNI

SCOTTISH HIGHLANDS

Fiamma Borgni, Age 15, Italy

We often speak about climate change and what we can do. We speak about deforestation, dead coral reefs, destroyed habitats. I often think that the problem is with that “speak”: we don’t take enough action.

Over the half-term break, a group of students, mature students and staff went to the Highlands of Scotland “to plant trees”; that’s how we talked about it. In reality, the work involved much more than that: from eliminating fences that are harmful to the wildlife to cutting down non-native species as well as planting trees. For many it was hard work. The ground is unstable, and the moss acts like a sponge, retaining the water from previous days, so that every time we fell (which happened quite often) we became wetter, despite the waterproof clothes and the fact that it was not raining.

The vision of Trees for Life, the organization we were volunteering for, is to restore the degraded Caledonian forest to its original state of balance. The damage to the forest was a result of a combination of factors: in the 1800s most of the forest was cut down to allow sheep rearing. Then, as a consequence of the extinction of the wolf, a natural predator of the deer, the population of deer grew out of control and grazed the land in a way that prevented new trees from growing.

The forest originally covered almost the whole of Scotland; and it now covers only 7% of the land, of which 90% is timber wood, planted densely in a way that it is more productive, unpleasant to the eye and does not favour the undergrowth of the forest and wildlife. Only 10% of the woods are native.

The week in Scotland also brought up many issues in our small group. The place where we were staying was tight, and not having one’s own space for a prolonged period of time can be demanding. A student said that “Sometimes it was challenging to be always with people, but generally it was nice and harmonious.” For many it was also an occasion to socialize and to get to know people.

For me it was hard to accept some aspects of the reforestation, such as the cutting of non-native species so that they would not overgrow and suffocate the native trees, which are slower to grow. Also the killing of deer to control the balance of the ecosystem was hard to understand and accept.

Cold wind, glorious shade and light patterns in the clouds. Hard work and sandwiches everyday. Discovering the natural beauty of the Scottish Highlands and working to restore it. What could be better?

Saskia Griffiths Moore,
Student

It was a good experience to be out in the countryside. Sometimes it was hard work, but we helped each other. It was nice to get to know people better.

Friederike Wendel,
Student

It was refreshing to be in the wilderness of the mountains. I found the work meaningful, and its beauty was in its impersonality. There was the feeling of doing something good.

Shanti Kochupoovathummoth,
Mature Student

The landscape made me appreciate the brief time we have on this planet. It touched me to see young people working to restore the land.

Rupert Marques,
Ecology Teacher

RENDEZ-VOUS PARIS

Diego Zelaya, Age 19, Mexico

This past October 2009 half-term, a group of seven intrepid art enthusiasts went on a trip to Paris with the express intention of seeing as much art as we possibly could in four days. It all happened so fast: waking up at 2:30 in the morning, driving to get the Eurostar and then a couple of hours later we were in Paris.

When we arrived, an ex-student from Brockwood, Lucile, helped us to move around the city. And although we spent a lot of time in the metro going from one place to another, the glimpses I had of the city showed how beautiful and full of history it is. The architecture, the streets, the parks, the people, the language, everything was just so Paris.

With basically no time to stop we went to the Musée d'Orsay. There, we saw paintings by Degas, Renoir, Toulouse-Lautrec, Van Gogh and Manet. That is just to name a few of the hundreds of painters that have filled such places. The Musée de l'Orangerie was our next stop, a smaller but still amazing museum.

On the first night we saw what was going to be another

interesting part of our trip, our apartment. After carrying our luggage up and down numerous flights of stairs throughout Paris, we finally arrived at our flat. Originally we had been told that the flat would accommodate seven of us, but when we arrived we saw that the space only had room for 6 beds even though we had a collapsible seventh bed. Unfortunately, the truth was that the space was really meant to lodge two or maybe three people comfortably. Anyway, the whole situation went smoothly and we just had to let what was *be*, like good Brockwoodians.

On the second and third day, after getting some rest we continued with our vertiginous attack, visiting as many museums as we could in the time that we had left and just like that, in these couple of days we managed to see the Pompidou Centre, the Musée Rodin and the Louvre. It felt nearly as fast as the words used to describe it. Even though at points it was exhausting, this didn't stop us from using the opportunity we had to appreciate the atmosphere of Paris and the art that surrounded us.

“ It's like walking through an art textbook.

Maya Lipman, Art Teacher

It's funny, I'm already thinking about leaving.
(After only a few minutes spent in the apartment)

Thomas Fournil, Student

I'll pay you five Euros if you carry
my luggage downstairs.

Emma Riis, Student.

Would you like to go out and see a bit of the city?

It's just about 7 o'clock. Maya ... It feels like eleven. Béla Figge, Student

(Response to an excessive day of museum-going)

”

Me encanta Rodin Tio!

(Man, I love Rodin!)

Tatyana Von Boettinger (After the musée Rodin)



PHOTO COURTESY OF TATYANA VON BOTTINGER

REFLECTIONS

WHAT DOES IT MEAN TO BE A REBEL?

What is the value of rebelliousness in our world and our lives?

Pedro Lopez, Age 25, Chile

We can start by considering a couple of examples. Rebellious was, from my point of view, *The Tin Drum* by Günter Grass. Describing the situation in Central Europe in the 30s and 40s from the point of view of a person who decided not to grow out of childhood was completely against anything ever done before. The memoirs, written many decades later by the same author, declaring an alleged membership to the Waffen-SS, were the complete opposite, written from the comfort of a Nobel Prize and a worldwide reputation. As a more extreme example, rebels were all those anonymous persons who fought and died for other people's freedom, and not those who made a life using their images and triumphs. Those who knew they were going to be killed in a jungle or an abandoned garage without expecting to gain fame, and not those who waited until the war was won and started occupying nice executive chairs.

There is conformism, an act of accepting the world as it is offered, and there is rebelliousness. And what is worse, there is conformism in the disguise of rebelliousness. I believe that this situation is particularly alive in this age in which image has been taken to a sacred category as an absolute determinant of our lives. Amongst many other stereotypes, it has created the image of the rebel as someone who is against traditional social conventions. And the traditional (and

not so traditional) industries have been very skilful in observing this phenomenon, and have created a whole branch of products for satisfying this pseudo-rebelliousness and generating huge profits. Clothes lines, drugs, music... today there is everything to satisfy the modern rebel.

How much rebelliousness do we really find here? This so-called challenge to the social contract does not mean anything at all. There is no challenge in walking in the footsteps of others, however much effort and blood that this may have meant to them. Today, it is even possible that we find more rebelliousness in being a practising Catholic than a radical atheist.

What is, then, rebelliousness? It is clear, today at least, it does not mean to have a certain haircut or colour. At this point of history, it should be clear that there are not many ideas that would put our lives at risk. There might be means of materializing those ideas that may be banned by society, but there do not seem to be many ideas that we are banned from expressing.

What was rebellious at a certain moment, today is not more than a comfortable path that gives us position, status, and in many cases money.

A rebel is, and I think has always been, the one who is able to question what society offers as the truth. The one who leaves behind his or her fears of not being accepted or of losing the acceptance gained so far. The one who has the ability to see injustice, to condemn it and to act, especially if the injustice has been produced by oneself. A rebel is, finally, the one who is not stuck in his or her own concept of rebelliousness.

Hijo de la rebeldía

Son of the rebellion

te siguen veinte más veinte

Your followed by twenty plus twenty

porque regalas tu vida

Because you give your life

ellos te quieren dar muerte

They want to kill you.

Inti Illimani – El Aparecido

YOU'RE A BRICK, DR. CADOGAN!

Bill Taylor, Co-Principal

For a girl who left school aged 16 and never went back, Mary Cadogan has achieved a great deal in her 81 years, some of which was acknowledged by the University of Lancaster in July when she was awarded a degree of Doctor of Letters, *honoris causa*. In his speech introducing Mary to the assembled dignitaries and students, Professor Jeffrey Richards explained that Mary had been selected for the award because of her contribution in two distinct fields: as one of Britain's leading authorities on children's literature and for her work over fifty years for the Krishnamurti Foundation.

Mary has been writing, lecturing and broadcasting on children's fiction and popular culture since the mid-1970s. Her twenty-three published books include the definitive biographies of Richmal Compton and Frank Richards and collaboration on a popular book celebrating the role of girls and woman in fiction, entitled 'You're a Brick, Angela'. Mary's extensive voluntary work for societies concerned with children's literature is mirrored by her tireless work for the Krishnamurti Foundation in England.

As a teenager growing up in London, Mary experienced the bombing of her city during the Second World War and learnt of the horrors elsewhere. She came to feel passionately that the same mistakes must never be repeated, and she displayed a willingness to question convention and explore unorthodox approaches in her search for answers. It was as a young wife with a new baby that Mary was asked by Krishnamurti if she would take charge of his work in Britain and, despite the demands of family life and very limited resources, she agreed. Thus began a career which still continues and during which Mary has played a key role in helping to make Krishnamurti's teaching accessible to a huge audience worldwide.

In her reply oration at Lancaster University, Mary addressed the students, encouraging them to do what they love and celebrating the importance of reading as a means of opening oneself up to an amazing world. Reading, she argued, means "We are no longer bound by the confines of our immediate backgrounds or conditioning, or by the excesses and prejudices of class, sectarianism and nationalism. All this is transcended. Once books become an integral part of our lives we truly belong to the world." It is a world made better by the indefatigable work of Mary and this recognition of her achievements is much deserved and much celebrated by all who know her. Mary is currently the longest serving Trustee of the Krishnamurti Foundation Trust and an active Governor of Brockwood Park School.



Dr Mary Cadogan, having received her Doctor of Letters, *honoris causa*, from the University of Lancaster, with Vice Chancellor, Sir Chris Bonnington.



ART & ACTIONS

Emma, Age 15, Denmark



Jeanne, Age 15, Belgium



Tatyana, Age 17, Spain



Maryam, Age 17 France



The winnowing wind whistles
a lullaby and a drowsy numbness creeps in
The young sun hides behind the clouds
but the rays on the field gives it away.

A tiny insect explores the grass
as a gentle silence sweeps in
The pine trees and the Native trees
glitter cherishing this day of warmth.

The deer, the insect, the forest
even the sun, the wind and the rain
Join the fifteen two legged animals
to break the fence, the barrier:

The fern, the grass and the trees are frozen
yet each leaf dances to the music of wind
At distance water trickles down
giving birth to many a stream.

Nature! Serene beauty at its full bloom
ages along with no voice of its own.
Forests, shrubs and grassland fading away
with a handful of men restoring her:

Among the autumn valley lies Lochness
breath taking calm and in total stillness
Lets the gentle mist escape her grasp
and in turn the mist creates a mystery.

Senthil, Age 22, India



Line after line
 You convey the rules
 For making love
 Like a cardboard box
 Holding decaying lilacs
 Tired of form and explanations
 Of trying to find clouds with straight lines
 I recall how rain
 Comes down in drops
 Without style
 Rupert, Age 40, UK



Roos, Age 17, Holland

Bidding life for forgiveness.

“There’ll be hatred in your eyes for a long moment”
said the daring boy to the old man.

No more laughter on the Moon.
 No more flying birds or childish talks
 Dead words going from one continent to another.
 Sad words. Bad words.

Stupidity and anger chaining us.
 No power over my mind.
 Darkness.

Fiamma, Age 15, Italy



Claudia Age 19, Holland



Willie, Age 16, UK

Q: WHERE DID THEY GO? A: U.S.A.

C'EST LA VIE

Nora-Kim Vollrath, Age 18, Germany

Over 20 years ago Vinay Swamy was a student at Brockwood Park School. Now a professor at Vassar College, teaching mainly French Literature, he not only has a story to tell, but is willing to share the experiences he had at Brockwood. This is a summary of Vinay's life and contains some passages from old letters as well as small extracts from Vinay's school reports.

20th January 1986, Letter to Brockwood Park

My name is Vinay A. Swamy. I am 16 years old, born on 7th April 1969. My early schooling, from the age of eight onwards, was completed in The Valley School in Bangalore. After finishing my 10th standard, I came to Rishi Valley School. This will be my last year here.

I am interested in coming to Brockwood Park because, firstly, I do not want to go straight to college after my 12th standard. Instead, I'd like to spend a year reflecting upon what I really want to do. Otherwise, I might make a wrong choice.

Secondly, I gather that at Brockwood Park people do discuss and explore what J. Krishnamurti is saying. This, I feel, I am interested in, though I really do not know to what depths.

Thirdly, studying in a school in a different country, with totally different customs and ways of living, although strictly speaking Brockwood Park is not a typical English school, is an experience which is an asset and it gives a broader outlook to a student.

Also, I would like to study in another 'Krishnamurti' School, as I already have studied in two so far. I am curious about these schools. I guess that is about all I have to write. I hope I have not missed out anything.

Yours sincerely,

Vinay

After being accepted as a student at Brockwood Park, Vinay decided to come to the school for one year. His time at Brockwood didn't last just for one year, he ended up staying at Brockwood for over 5 years, studying, working as a Mature Student and completing a Bachelor's Degree with the Open University with a concentration on Mathematics and Music. Some of the reports in his student file describe Vinay as a popular, affable student. Vinay seemed to find academics fun and easy. He was that unusual student that loved to study, to learn for its own sake.

23rd April 1992, Letter to Brockwood Park

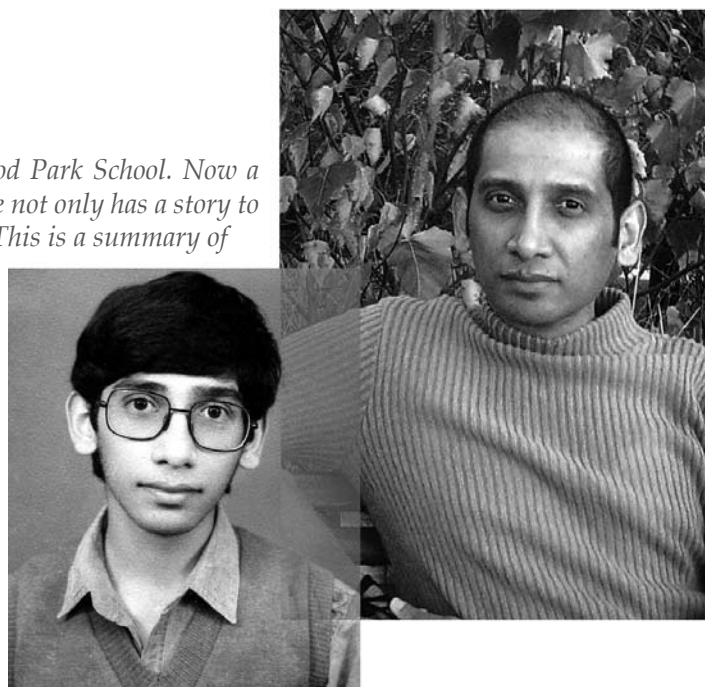
I have news that I'd like to share with you. I have been accepted by Denison University in Ohio. I have been invited to join their 'Honours program for outstanding students'! I must say I was flattered by their letter to me. I never thought things would work out this way.

I have spent a relatively quiet period back home – in a sense gathering myself, renewing contact with family, thinking about my future. The one concrete thing I have done is a course in the French language at the 'Alliance Française de Bangalore.' I graduated with a 'Diplome de langue française' last week – with top grades.

I miss the garden, the countryside around Brockwood. Living in a city deadens the senses and there is constant 'background tension' built up that one comes to accept to be normal. Thank you for all those years in Brockwood. I really appreciate all that the place and the people have given me. I do hope to keep in touch.

With affection.

Vinay



Vinay moved to the United States where he received an Undergraduate Degree. For him this was something big. In the beginning, he was unsure of what he wanted to do. He also found that people did not understand the language and vocabulary he was so familiar with at Brockwood and they didn't know anything about his background, which was very challenging. It took him some time to get used to a different environment outside of Brockwood.

After completing his first degree, Vinay went on to receive a Master's Degree from Miami University (Oxford, Ohio). Vinay did not stop there, but went on to complete a PhD in French Literature from Northwestern University (Evanston, Illinois). Vinay was then hired to teach at the University of Washington, Seattle. He accepted the position because he wanted to experience teaching at the University level.

Two years ago, Vinay accepted a teaching post at Vassar College. Vassar, a coeducational and highly selective small Liberal Arts College outside New York City, attracted Vinay because of its department of French and Francophone Studies. He teaches three days a week and spends the rest of the week in New York City writing academic articles on contemporary French literature and film and completing his first book on the subject.

Even today Vinay often thinks about the time he had at Brockwood. He reflects on relationships and what it means to live in a community. Brockwood is still very present in his life. As a professor, it is important for him that his university students not only learn how to think, but how to think clearly for themselves and are able to communicate. Vinay wants them to be able to be analytical, to be able to stand on their own feet and not depend on what others tell them.

AN UNEXPECTED RETURN

Jennifer Kowalewski, Age 27, U.S.A

Kathy Harris, was a staff member at Brockwood from 1973 to 1980. Recently she visited Brockwood from her home in the US for the first time in more than 20 years.

"I would like to dedicate this interview to former student, Liz Mansfield. It was Liz that got me over to England, and therefore to Brockwood. Upon learning that she was very seriously ill with metastasized cancer I came to see her. We were at Brockwood together for 5 years while she was a student. She is now far too ill to join me for my visit but we agreed that Brockwood was for both of us the only place we wanted to come home to. Liz has improved since I've been here and hopes to visit perhaps in the spring!"

"My two-day visit was fantastic. I so loved being back in the school, eating with the students, attending a school meeting, walking in the Grove and on the grounds. Seeing Steve, Wendy, Shaku, & Helena was a treat! We were all here together 35 years ago! Steve took me on a wonderful walk overlooking green fields and such beauty. I appreciated a relaxed feeling amongst the students & staff that wasn't there in my day."

Shortly before Kathy came to Brockwood in 1973, she was living in Paris, learning French and working as an *au pair*. She eventually joined the French domestic Peace Corps and worked in the French Pyrenees. "I then lived in an abandoned farm house on the side of a mountain with other young people and slept in the hayloft where snow swirled in through the open walls. That year on the farm was powerful. I learned Tai Chi, became a vegetarian, fasted one day a week and read *Be Here Now* by Ram Dass," Kathy recalled.

For her 22nd birthday Kathy received a Krishnamurti book. That summer, she left the farm and hitchhiked to Saanen to hear Krishnamurti speak. "When I arrived, I made my way to the tent where Krishnaji was talking and was blown away, utterly blown away, by what he was saying. Immediately after the talk I sought out Dorothy Simons [Brockwood Principal at the time], approached

her and said, "I want to come to Brockwood." Dorothy said, "In what capacity?" because at 22 I looked so young. I replied, "Well I'll do anything." Dorothy encouraged her to get herself to Brockwood as soon as the Saanen talks finished.

Kathy lived and taught at Brockwood for the next seven years as the art teacher and, towards the end of her stay, also as the yoga teacher. "I loved being in community & being with the students." Two of her fondest memories are bicycling with students each summer to the Saanen Gatherings and taking students for six months to India, visiting the Krishnamurti Schools and trekking in Nepal for 17 days. Her experience at Brockwood helped show her the true beauty of life through Krishnamurti's teaching. "His teaching was to be a light unto one's self. Our efforts to be free do not free us. Rather, it is seeing the false that will set us free." After leaving Brockwood, Kathy spent a year in India where she studied with Desikachar, Krishnamurti's yoga teacher.

Kathy Harris has been associated with The Center for Attitudinal Healing since 1983 as Director of the Children's Program, consultant and trainer. She was Program Director of The Russia Project where she spent

three years in and out of Russia after the fall of the Berlin Wall, helping set up a non-profit for running spiritually-based support groups in Moscow. She has also co-led trainings in Latvia, Lithuania and the Ukraine.

Kathy currently resides in California where she has a private counseling practice in Marin. She leads a year-long Women's Group at the Center for Attitudinal Healing (now Corstone) in Sausalito, CA. In addition she facilitates two men's groups at San Quentin Prison, in CA.. She teaches qigong and leads trips into the wilderness, including ones for men who have paroled, and refugee children from war-torn countries.

A complete transcript of this article can be found at <http://blog.brockwood.org.uk>



AUTUMN WEEK



SOMETHING ELSE TO OFFER

Hanna Hess, Age 17, Germany

As the sun is setting on a Monday evening over Brockwood Park, the school assembly hall is filled to the brim with curious eyes gathered around a table filled with sculptures and handmade books. These art pieces are just a few of the creations students worked on during the Autumn Week workshops, which ran from the 29th of October through to the 2nd of November.

"Autumn Week is an opportunity to participate in workshops and do the things you usually don't have the time to do during the term and to learn new skills. It is also a good way for alumni—former students and staff members—to visit and return something to the school by sharing their skills and experiences with us," describes Maya Lipman, art teacher and facilitator of Autumn Week. In addition to sculpture and bookbinding, students also participated in workshops on animation, mime, outdoor building, the chemistry of sparklers and a variety of music workshops. Four professionals travelled to Brockwood to contribute their time and energy to conduct workshops without charge to the community.

Kristof Gorski, a former student, conducted multiple workshops in sound recording and mixing. In the span of a week, the students played, recorded, edited and mixed their own

music. The students learned new techniques through the introduction of advanced recording programmes. Even though the complexity of such advanced software was sometimes challenging, most participants felt they could work in the future more independently with the skills they acquired.

Former drum teacher Kari Paavola arrived from London to introduce nine students to the basics of drumming. Kari explained body positioning as well as some basic beats and strokes. Most of the students found the workshop to be encouraging and discovered drumming as a tool to have fun, and which can give a feeling of freedom.

Another music workshop included Song Writing offered by our music teacher, Valentin Gerlier, also a former student and now a professional musician working in London. "One cannot teach you how to write a song, you have to feel it," Valentin explained. The students found it helpful and encouraging to talk about songs and lyrics as well as playing around with melodies of other songs.

The art barn was also host to more than forty students who were sketching, photographing, filming and binding books. Upstairs Constantin Pilavios explored various styles of animation.



PHOTO COURTESY OF RUNU RAJKUMAR & HANNA HESS

Besides discovering the virtue of patience via drawing frame by frame (12 frames per second) for a cartoon animation, students were motivated by brainstorming, filming and putting together stop motion frames. Just below them, Jennifer Kowalewski, a staff member, led a bookmaking workshop where students learned to bind, sew and fold their own books.

On a more physical level, a group of students under the direction of Rupert Marques spent the week completing the veranda floor and fireplace for the outdoor Eco classroom. Students also took part in decorating the interior and constructing a new pathway to the building.

A sculpture workshop was held by David Knight from Wessex Sculptors, a charity organisation across the road from our own art barn. "I learned to appreciate the difficulty of artists and their works, especially in ancient Greece," reflects one of the students while working with the Diorox and Thermolite stones.

Finally, Francis Calsolaro, who is the founder of Mime Care in Italy, shared techniques used in mime care therapy. Through mime, we have the ability to show concern about others' feelings and suffering by using the power of silence and minimalism. Many of the students discovered how mime is not only working with the face and white gloves, but it is the trunk which is the most expressive part of the body, the movements of which are associated with emotional processes. The group of students who participated in Francis' workshop gave a mime presentation in the assembly hall at the end of the week.

Really, Brockwood is a place one shouldn't take for granted. The opportunity of finding oneself and one's interests in such a supportive and safe environment is something very special. We would like to thank all those who contributed their skills, commitment and enthusiasm in helping us with our endeavours to organize a week of activities.

REUNION & EVENTS

TIME & SPACE LINK UP

Pauline Gaubert, Age 18, France

Pauline (current student, also Guylaine's daughter): *Could you tell us what it was like for you to come to the Reunion?* Guylaine (former student, also Pauline's mother):

Rota and folk dancing stand out when I think of this Summer's Reunion, plus the lovely feeling of coming home to something very familiar: the smells (whether it comes from the oranges in the fruit bowl, the dishwasher or the compost-bin... I still don't know). The subtle light that comes from the conservatory when you walk down the corridor. But, more than just a nostalgic journey in the past, it strikes you how very modern and up-to-date the discussions are, the concerns about the environment, the planning of a new building, the huge choice of subjects being taught... Brockwood hasn't aged a bit.

Mary Cadogan helped us understand what the School had emerged from, passing on anecdotes and remembering Dorothy Simmons.

Like the circles we built holding hands, trying to recall the steps that went to the music (we didn't do too badly, Jim; you'd have had a laugh, though). I liked the idea of us all getting together as a big group for TOTWAM*, or sharing moments as a smaller group listening to Alan (quite an entertainer!) and other more recent talents playing the piano, in workshops with Harsh and others or even in more restricted groups simply doing rota (mainly to seek some warmth!) with new and yet very familiar faces.

And then there was the trail, like a chain through time between those who had been there then and those who were here now. All of a sudden you could visualise where you stood in time (never had I quite realized how close it was to the beginning of the School in 1978 when I had come as a student) and we all walked in a file through the woods behind what used to be the Art Barn, across the Garden, round the Centre, over the gate, across the front lawn and into the Grove, all of us moving forward, with the same energy in a trail that seemed endless.

*The Only Time We All Met



This comic illustrates the story Derek Hook, a trustee, shared with us during the Informal Evening at the reunion.



There is a difference between acquiring knowledge and the act of learning. You must have knowledge; otherwise you will not know where you live, you will forget your name, and so on. So at one level knowledge is imperative, but when that knowledge is used to understand life – which is a movement, which is a thing that is living, moving, dynamic, every moment changing – when you cannot move with life, then you are living in the past and trying to comprehend the extraordinary thing called life. And to understand life, you have to learn every minute about it and never come to it having learned.

J. Krishnamurti from 'On Learning and Knowledge'



TEACHING ACADEMY 2010

“It is the educator who needs educating”

-J. Krishnamurti

In conjunction with the American foundation, Brockwood Park School of the Krishnamurti Foundation Trust is happy to announce the launch of its Teaching Academy 2010. This event, which has successfully run for four consecutive summers in California, is coming to Europe for the first time. The Academy lasts for two weeks.

Week One: Re-envisioning Education: 4-10 July, dates inclusive.

This course will explore the philosophy of education and the challenges we as educators face. It will seek to establish a basis of dialogical inquiry whereby the issues germane to education are explored at their widest and deepest level. While not ignoring the implications of technology, ecology and economics, it will seek to bring about a climate of shared meaning. There will be some exposure to Krishnamurti’s teachings in text, audio or video format, the intention of which is to set a tone of relaxed attention and self-reflective exploration. The focus will be on “making it new”, using our experience but, at the same time, looking at education as a vehicle for change: the awakening of intelligence and flowering in goodness.

Week Two: The Art, Science and Craft of Learning/Teaching: 12-18 July, dates inclusive (11 July is a “turnaround” day).

This course will tackle the hands-on issues of classroom communication, pedagogical process and, where possible, inquiry-based learning. It will introduce the notion of questioning knowledge—as at the same time as conveying it—as a means of developing “inquiry within a subject”. This enhancement of the self-reflective process provides the clue to a new pedagogy and may even alter subject content. Under the heading of art (creativity), science (inquiry) and craft (skills and practice) participants will engage in exercises designed to improve their effectiveness as teachers. Working in pairs or in small groups, they will have the opportunity to give and receive feedback while bearing in mind that their own learning is and remains the vital thread.

Course Credits

The Teaching Academy is co-sponsored by the Gerwitz Graduate School of Education of the University of California at Santa Barbara (UCSB) and eligible participants may apply for four units of professional-level credit per course. There is currently no equivalent eligibility in the UK.

We look forward to seeing you at the Teaching Academy!

COST

For either week attended separately: 490 pounds sterling. For both weeks (two courses): 900 pounds sterling.

COURSE COORDINATOR

Gopalakrishna Krishnamurthy

CO-COORDINATORS

Karen Hesli, Colin Foster, Stephen Smith

LOCATION

Brockwood Park School
Bramdean, Hampshire SO24 0LQ.
The event will be hosted at the school, making ample use of the house and grounds. The number of participants may not exceed forty.

For further information and to make a booking, write to teachingacademy@brockwood.org.uk

BROCKWOOD IN BRIEF



The Student Issue

This issue of the Brockwood Observer was produced by the Journalism class. We have been learning skills in designing, writing and editing throughout the production of this first student-run issue.



350 Initiative

350 is an international climate change campaign attempting to raise awareness regarding the excess levels of carbon dioxide in our atmosphere. At the moment this stands at 387 parts per million. Scientists have said that we need to decrease the level to 350 parts per million or below. This needs to be done as soon as possible 'to avoid runaway climate change.' Here at Brockwood, students, mature students and staff participated by taking this photograph along with 20,000 other photos being taken around the world contributing to a huge mosaic that will hopefully have an impact on the world leaders meeting in

Copenhagen this December discussing climate change. We hope this will show how many people care about the levels of carbon emission.

New Website!

Brockwood is pleased to announce the launch of our new school website, which is now live at <http://brockwood.org.uk>. With a new look and feel, we are interested to know what you think about the new site. Please email any comments or suggestions to feedback@brockwood.org.uk.

Paperless News

Please help us save money and energy associated with paper manufacturing and distribution. If you would like to receive our newsletter by email rather than on paper please email us at the address observer@brockwood.org.uk. Please include your contact information. Thank you!

A NEW ARRIVAL



A warm welcome to the youngest member of our community, Derwent and Joanna's baby girl, born on 12th October, 2009.

Ixchel



The Garden Giant

We're not into competition but...this is pretty hard to beat. Our home grown, organic pumpkin weighed in at 207Kg. The pumpkin took 3rd prize at the Southampton Pumpkin show, and received a rosette and £100 for the garden budget. Thank you to all those who participated.