



PROSPECTIVE MOMENTS: AN INTRODUCTION TO LIFE AT BROCKWOOD

Ana Gomes, Mature Student

When applying to Brockwood, students, mature students and staff, all attend the School for a week before a decision is taken about their application. This is called the 'Prospective Week'. It gives the applicant the opportunity to see if the School is right for them and vice-a-versa. Ana is a mature student from Portugal who recently joined the School.

You open the door. Panelling of old oak faces the main entrance to the house. The house that is the school and the place itself. Quickly, like the stream of a swift river, the movement of life comes up to you. A smile, an embrace and a few words. Available and curious, one and another and another face repeat this moment. In the main hall, students and staff float, they stop to look at each other, smile and talk. From the kitchen comes a soft perfume of homemade meals while in the large sitting room many souls await to taste it. And with time as a precious gift they play the piano, talk by the fireplace or rest on the warm blue sofas.

The prospective week may begin in this way for someone, student or staff, interested in coming to Brockwood Park School. Previously arranged between the School and the prospective, this is the week in which everything and everyone in the community is involved and relates. The

intentions during these days is to show the School to the applicants and communicate its philosophy and culture in the most holistic way possible. For that the prospective receives a timetable that is rich and diverse. Each moment is an opportunity to discover what Brockwood is about. It may be in the kitchen helping the team, in the garden learning which vegetables are produced, or in the grounds among flowers and old trees in the company of a gentleman in love with nature. In Brockwood you are not a spectator of life—you are brought up to the stage, you participate actively in every moment. Each task is not just a task; each meal has more within itself: joy, excitement of the new, sharing histories. Education at Brockwood also happens in quiet moments, when the community gathers during the morning in the Assembly Hall. As the sunlight enters the wide windows, the atmosphere is filled with lightness.

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A searching question from a challenging class gives a student pause to stop and think about the personal and the public.

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FRONT PAGE PHOTOGRAPH:

"Students and staff in the sitting room"
Photographer: Petter Goldstine.



Victor Lafaye, Student



Bindu Devereux Peterhansl, Student

MORNING MIST

Bindu Devereux Peterhansl, Student

I stand at the edge of the lawn between two benches. The dark green grass is covered in frost, every blade wearing a million diamonds. The view before me is shrouded in mist, a white canvas for me to paint with my imagination.

My breath forms small clouds in the air, slowly floating away and blending into the mist around me.

I turn, the crunch of my footsteps on the grass marking my passage.

My eyes turn to the Brockwood tree, surrounded by floating moisture. My breath catches. I step forward and am caught in a pool of light which is being held in the mist, the air alight with golden rays.

Walking towards the tree's large trunk, its branches spreading out over my head protectively, I spot a spider web woven between two branches, sparkling and glistening as though it were made of glass.

Brockwood's first morning frost.

THE BROCKWOOD OBSERVER

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A TIME FOR CHANGE

Now in his 15th year as Co-Principal of Brockwood Park School, Bill Taylor, requested earlier this term to be considered for the new role of Development Director for Brockwood Park as a whole. The Trustees have agreed to this appointment, and Bill will stand down as Co-Principal of the School on the 26th March.

Adrian Sydenham, who has been a Brockwood Co-Principal for the past five years and at Brockwood for seventeen years, will continue in this role and, as well as his work as a teacher, will have special responsibilities for school administration.



Petter Goldstine

From left to right: Gopal, Bill, Adrian

Bill's successor has already been chosen and the Trustees are pleased to announce that Gopal Krishnamurthy, will take on the position of Co-Principal from the end of the Spring Term. Gopal has spent most of his life, since the age of 4, as a student and teacher at Krishnamurti's schools in India, the UK and the USA. He enjoys teaching a variety of subjects including physics, mathematics, geography, environmental studies, philosophy, and education. He has a PhD in education, and is passionately interested in classroom observation, teacher education, re-thinking educational questions and Krishnamurti's educational vision.

Gopal will be primarily concerned with curriculum and teacher education at Brockwood. Bill will continue to assist the school with development and outreach issues. The Trustees' decision is based on wide consultation, and there is a general consensus approving these new developments which reflect in equal measure the value of continuity and of innovation.

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Slowly we arrive and sit embracing the quietness. Deeply within ourselves, I believe, is the certainty that our house, our school, is created by ourselves, cherished every day to flourish.

Time flies, and you realize that the prospective week

is over. Some of us stay, others return home; the future is drawn in the horizon. Your heart, for sure, feels different; other colours come in, faces and conversations are kept, and new questions arise. The "art of exploring" has started, as Krishnamurti, founder of the School, intended.

STUDENT LIFE

A LOOK INTO MYSELF?

Coco Tas, *Student*

Students on the beach

A student approached me and asked, “What gives you Pleasure and what gives you Satisfaction?” It was a homework assignment from the Human Development class. My first instinct was to give an answer regarding something sexual, as society has drummed into my head that pleasure equals sex. But then I paused, blushed and tried to think of an answer more appropriate to the situation. As I searched for such an answer, I started to question my initial thoughts, and my reaction to how the question was broached: the hallway was crowded, the girl asking me had a classmate with her who was taking notes in a rather serious manner. In that moment I felt pressurized to give a mature and philosophical answer, therefore I felt I could not share what I wanted to say. Partly because it was something personal, but also because I felt that then I would merely become a sentence or a line in their survey.

I said to the student that I wasn’t comfortable giving an answer at that moment, and as I walked away, I started to question what Pleasure and Satisfaction actually mean for me. From my understanding it is a concept of society, as it is also a fact that Pleasure and Satisfaction are intimately linked and connected with sex. But I wanted to go beyond that and find the essence of what it means to me as an individual.

As I allowed myself to consider the subject of Pleasure, I came up with examples of moments which you only

experience fleetingly, but leave you feeling full and happy. Like the feeling you get the moment your bare feet touch the cold, wet, morning grass; or that fleeting feeling of weightlessness you experience when jumping out of a tree, and you become, just for a second, free and released from life’s reality; or the full ringing sound of the violin that, once I find that perfect note, has me smiling in exultation.

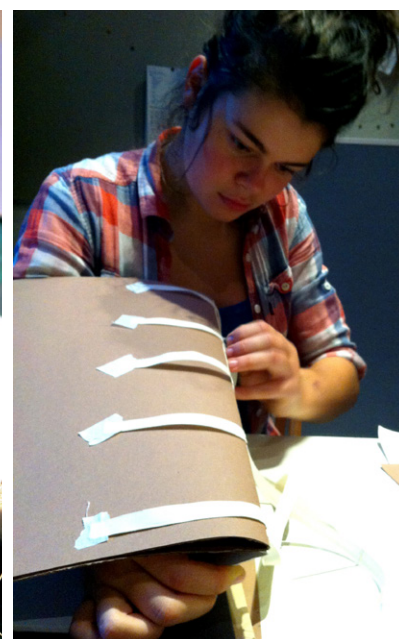
When I went on to observe the question of Satisfaction, I was surprisingly blank, in comparison to my thoughts on Pleasure. But what stopped me from really listening was my reasoning that Satisfaction was Pleasure, but longer lasting. However, nothing lasts forever; and when do you decide that something is satisfying? Must we know that we do, or do not, feel satisfied? Can we allow ourselves to recognize satisfaction when it comes, and to accept its absence when we do not feel satisfied? Is it something you feel, or something you create in your mind? Do the things that worries and thoughts create in your mind still have as much meaning and value as something that you feel in the heart?

This whole situation has given me an opportunity to question myself, but also to observe the community and the society within Brockwood, how we relate to each other. The survey question was put to me in a way that made me step back and experience what it feels like to say, “No”. Thus allowing me to observe and question the need I have to fulfil and indulge people’s questions and wishes.

KETTLE STITCHES, LINEN THREAD AND AWLS: BOOKBINDING AT BROCKWOOD

Samuele Bastianello, *Mature Student*

As a self-taught bookbinder, it brought me great joy to witness how anybody can master an advanced technique and in one day craft a beautiful handmade book. Linen thread and needle in hand, armed with awl, glue and a good dose of patience, 40 participants over the course of three workshops brought forth their unique notebooks, scrapbooks and picture books. The variety of recycled materials and styles was as broad as the imagination can go. Even though waxed thread can get tangled and knotty, our heart-warming Art Barn allowed no shivers down the (stitched) spine. And at the end of the day each brand-new Brockwood-certified bookbinder left with a small, new world of paper to fill with dreams, and a precious skill, hopefully to treasure for life.



BROCKWOOD OBSERVED

'...this is a very beautiful and sacred place. The air is very pure, not just climatically, but in a different way...'

Ashwani Kumar arrived at Brockwood in August as a long term Guest Researcher. He will have spent the entire first term with us, making observations of daily life at Brockwood and also visiting classes and interviewing staff and students. Ashwani is from New Delhi, India, but completed his PhD in Education at the University of British Columbia in Vancouver. Ashwani has had a long standing interest in Krishnamurti, and the outcome of this visit may culminate in a book about Education at Brockwood. Ashwani currently teaches and lives in Halifax, Canada.



Ashwani Kumar

Petter Goldstine

Fazila Benoit, staff member at Brockwood, interviewed Ashwani recently and here are some excerpts from that interview.

Q. What differences do you see between the education at Brockwood and elsewhere?

A. First, there is a tremendous emphasis on dialogue at Brockwood. Dialogue is the very air of Brockwood. It is happening everywhere. Students are encouraged to engage with deeper questions about life through classes like Inquiry Time and about the practical issues at school through Morning Group meetings. Then, there are Mature Student Dialogues and Staff Dialogues as well as the more informal conversations which happen at the dinner and lunch tables. Even in classrooms, a lot of emphasis is laid on having a conversation rather than following pre-decided rules of behaviour. Even though the reference point is often Krishnamurti's teachings—which themselves demand deep inquiry—there is openness to find out, to investigate. That's one focus that I have noticed which is not available in most schools. In the majority of public schools the programme is usually fixed and the teacher is a conduit, the pre-decided curriculum is supreme. Whereas, here, individuality of teachers and students is given a lot of importance.

There is also a lot of academic freedom at Brockwood. In most schools the curriculum and the outcomes are decided by someone else rather by teachers and their students. Teachers at Brockwood, on the contrary, are teaching courses in mysticism, mythology, and philosophy among others. Teachers have freedom to teach courses that they and their students are interested in. Arts and humanities are also greatly appreciated at Brockwood. Of course, in A level exams, there are some restrictions, but teachers still feel there is enough room to do something different.

Another difference is the focus on relationships. At Brockwood, it appears that you are in a large family. Students hugging teachers, that is not seen normally. I sense that students seem happy and don't seem isolated; they are very close to the teachers. Teachers don't put themselves on any pedestal, they see themselves as co-learners.

Another point I noticed, when I came to the first staff meeting, was that people were questioning each other very directly. Elsewhere, staff meetings generally exhibit a clear hierarchy between staff and administration. In my school in India, for example, where I taught for three years, there were about 70/80 staff, who would all sit in front of the Principal, and the latter would stand on a podium with complete authority. At Brockwood, the authority of one person has been challenged quite a bit. Indeed, staff can question the decisions taken by Co-principals. The relations among Co-principals and staff is non-authoritarian and democratic. In most schools there is hierarchy of teachers and support staff. At Brockwood, there is no boundary; whether teaching or working in the garden, all staff are responsible for the education of students. Any area in which you help, you educate.

The students contribute to the school, through Morning Jobs, Rota (cleaning dishes), being in Tutor Groups, in Morning Group and they take responsibility, even organising trips. I don't know if this happens ordinarily, that the teachers just assist and students take main responsibility. At the moment, there is one student helping with the production of the end of the term concert. Students are given a lot of responsibility and freedom. And if they don't see it through, they are encouraged to reflect and inquire why they did not.

Q. You are approaching the end of your time here – can you say overall what you would take from this visit?

A. At the very personal level, this is a very beautiful and sacred place. The air is very pure, not just climatically, but in a different way. If one is interested in going deeper, this place provides the right environment. It is an intense place where one can grow tremendously. One of the strong points at Brockwood is that people not only come here to teach a particular subject, but also to consider the meaning of life and education at a deeper level. I hope

that the staff have more free time to investigate and inquire and not just see Staff Dialogue and meetings as the only places for inquiry.

Above all, my time at Brockwood showed me that it is possible to educate children in a different way. When you teach at a university, as I do, you see that most practising and prospective teachers are forced to pursue some objectives and outcomes, which are not even set by themselves, to prepare students for standardised tests. That is, teachers

are seen as mere instruments to carry someone's plan for good education. What I am taking with me is that a different kind of education is possible, an education which is not outcome orientated, where teachers are not slaves to a pre-designed curriculum, working without using one's own intelligence. I take with me that if you really want it, education can happen in a different way. I am really happy to have had this opportunity to be at Brockwood. I would definitely like to come again.

Plants need pollination to reproduce. Pollination is the transfer of pollen from the male part of the plant to the female part. Some plants can do this by themselves because the male and female parts are inside the same flower. Other plants need pollen to be transferred between different flowers. This is called cross-pollination and this is where the bees come in. Bees move from flower to flower collecting pollen. In doing this they are unaware that they also accomplish a very important process of distributing the pollen between the flowers so that the plants can reproduce, thus live.

It was thought that Einstein said, "If the bee disappeared from the surface of the globe, then man would have only four years of life left." There is no proof that Einstein actually said this, and it is most probably not true, because there are many other factors that take part in the cross-pollination process including several different animals including birds, bats, insects, and also the wind.

Despite this, it is certain that life on earth would be catastrophically different with a lot less vibrancy and diversity and likely with many more problems without bees. This could change our ecosystem fundamentally because a vast number of plants do rely on bees for their reproduction.

If the bee population becomes extinct, this would surely be highly dangerous not only for mankind, but for our whole ecosystem. Because of many unconfirmed reasons such as non-organic fertilizers, pesticides and radiation, the bee population is decreasing.

An obvious solution to how we can play a part in helping the honey bee is to have our own honeybees here at Brockwood. Not only would we be supporting and increasing their great endeavors within nature, we would also create an opportunity to learn about these fascinating creatures that receive so little recognition for their valuable input; and also experience the fun, rewarding and fulfilling world of keeping bees and producing our very own Brockwood Honey, as a little thank you.

WHY BEES ARE IMPORTANT AND HOW THEY WOULD BENEFIT BROCKWOOD

Alby Glaister, *Student*



Alby Glaister, Student



Wikimedia Commons

FINE FOOD



SECRETS FROM OUR KITCHEN

Sarai Alons, Staff

PUMPKIN & SWEET POTATO SOUP WITH SAGE & THYME

A classic dish for the Autumn, but it will work any time of the year. The pumpkin and sweet potato give so much flavour that onions are not necessary, and the sage and thyme add a herby tang to the sweetness of the vegetables.

SERVES 4

- smallish pumpkin (about 2kg or 70oz)
- 1 sweet potato
- coarsely chopped fresh sage and thyme
- salt & pepper
- olive oil

Preheat oven to 180C (350F)

Cut the pumpkin into quarters and remove the seeds. There is no need to peel it. Chop into pieces or slices, drizzle with olive oil, and bake in the oven until soft.

Peel the sweet potato and cut into pieces. Heat olive oil in your pan, and fry the sweet potato with the thyme and sage for 10 minutes or so. Add some water and salt, and cook for another 10 minutes. Take the pumpkin out of the oven and add to the sweet potato. Blend everything together and add more water until desired consistency. (I like it quite thick.) Add salt and pepper to taste.

Serve with bread and butter.



AUBERGINE, TOMATO AND SPROUTED LENTIL SALAD WITH GOAT CHEESE

This is a colourful salad. The ingredients are not exactly seasonal, but it does make a lovely accompaniment to the Pumpkin & Sweet Potato Soup. The lentil sprouts can be bought, but they are easy to make yourself. Just soak a mixture of brown and green lentils in plenty of water for a night. Rinse in the morning and leave in a (glass) dish. To prevent them from drying out, cover with a damp cloth. Rinse at least once a day, but preferably 2 or 3 times. After two days you have your own sprouts! Keep them in the fridge and they should last 3 or 4 days. You can use them for salads but also in breakfast cereal or as a garnish for hot dishes.

SERVES 4

- 1 aubergine
- one punnet of cherry tomatoes
- handful of lentil sprouts
- 50g soft goat cheese
- balsamic vinegar
- olive oil
- salt & pepper
- finely chopped fresh parsley

Slice the aubergines lengthwise in half and then in thin half moons (1/2 cm max). Bake them without oil over high heat in a non-stick pan for about half a minute on each side. When the aubergines have cooled down a bit, pour some balsamic vinegar on top and add salt and pepper to taste. Cut up the tomatoes and mix these, lentil sprouts and parsley with the aubergines. Crumble or cut the goat cheese, and sprinkle on top. Drizzle plenty of olive oil over it and enjoy!

LIGHT GINGER CAKE

A lovely cake for cold days. Inspired by a gingerbread recipe in Rose Elliot's 'New Complete Vegetarian', a favorite cookbook in the Brockwood Kitchen. Enjoy with a cup of hot tea or as a dessert with a scoop of vanilla ice-cream.

MAKES ONE 18CM (7IN) ROUND CAKE

- 125g (4oz) butter
- 200g (7oz) agave syrup or honey
- 225g (8oz) spelt flour
- 2 tsp baking powder
- 1/2 tsp ground ginger
- 1/2 tsp ground cumin
- 1/4 tsp ground cloves
- 75g (3oz) brown sugar
- 2 eggs, beaten
- 40g chopped or grated stem ginger
- 150 ml (5fl oz) milk
- 1/2 tsp bicarbonate of soda

Preheat the oven to 160C (325F) or gas mark 3. Line a baking tin with baking paper. Melt the butter in a pan over moderate heat and add the agave syrup once molten. Sieve the flour with the baking powder and spices into a mixing bowl. Add the sugar, make a well in the middle and pour in the butter and agave syrup mixture and the beaten eggs. Mix well and then quickly beat in the milk with the bicarbonate of soda dissolved in it. Add the stem ginger and pour the mixture into the tin. Bake for 1.5 hours or until a knife comes out clean.

DIALOGUE WITH STUDENTS

WHAT IS THOUGHT?

Jiddu Krishnamurti in dialogue with students at Brockwood Park, 30 May 1976
(From a forthcoming book: *HOLD ON TO THE TAIL OF THE TIGER*)

Krishnamurti: Don't accept what I am saying. We are investigating, we are sharing together. I am saying all that psychological content is the 'me' and the image. What is that content of memories, past experience, knowledge, words, the past, when there is the realization that the whole thing is put together by thought?
Now let's stop there. What is thought? What do you think thought is?

Student: A movement in time.

K: Now just a minute. I ask you what your name is. You answer it very quickly, don't you? Why?

S: The memory responds.

K: Go slowly. I ask you what your name is, and you answer very quickly, Why?

S: You are familiar with it.

K: She says, you are familiar with it, you have repeated it a hundred times. So immediately you answer. Just a minute, go slowly. I ask you, what is the distance between here and London. What takes place?

S: It takes longer.

K: What do you mean by longer?

S: It takes you a certain amount of time.

K: I know. What is happening in your mind?

S: I am searching in my memory.

K: Slowly. What is happening in your mind, in your brain?

S: Thinking it out.

K: Thinking, what does that mean?

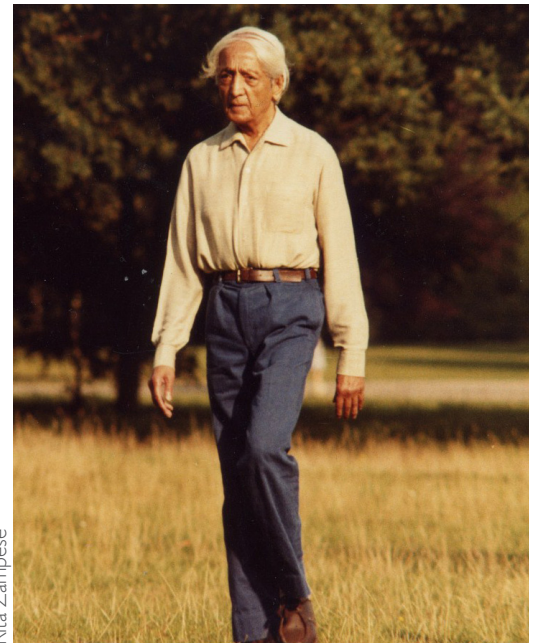
S: Searching out the right information.

K: Yes, thought is searching for information—in a book, or trying to remember how many miles it is, or waiting for somebody to tell you. So I ask you, what is the distance between here and London, and thought is immediately active. It says, 'I have heard it, I have forgotten it, let me think for a minute; I don't know, but I will find out; I will ask somebody, I will look in a book.' So thought is movement, searching in its own memory, or looking somewhere to find out. So thought is in action.

Are you sure?

Now I ask you something else. I ask you a question to which you say, 'I really don't know'. Which means what? You are not searching; thought is not in movement. Thought then says, "I don't know, I can't answer you". You see the difference? Familiarity and quick answer; then time interval when thought is searching, looking, asking, expecting. And when you ask a question which it really doesn't know, it's not in any book, nobody can say, thought says, "I don't know". Thought stops there. You understand? See the difference. Quick response because you are familiar; time interval when thought is in operation; and to a question which nobody can answer, thought says, "I don't know". Thought is then blocked. So what is thinking? I have said it to you, come on.

S: Thought is the response of memory.



Rita Zampese

Brockwood Park, September 1982

CARING FOR THE BODY

Thomas Lehmann, *Mature Student*



Thomas Lehmann

At Brockwood, as in most other schools and places, we spend a lot of time sitting. We not only sit during classes and meal times, but also when we hang out in our free time and even when we inquire into the pressing questions that were raised by the school's founder, Krishnamurti, during his lifetime.

While sitting is not inherently bad, it does often have the tendency to create imbalances in our bodies and affect our posture and overall health negatively. Fortunately, students at Brockwood have the opportunity to counterbalance those prolonged sitting periods not only by participating in at least two different sports activities a week, but also by attending yoga, fitness and strength training classes, which they can choose as part of their regular classes and which help them become more flexible, stronger and healthier.

Seen as a central pillar of education, learning about the proper care, use and exercise of the body is one of Brockwood's core intentions. While the sports, yoga and fitness classes already provide a lot of opportunity for such

learning, the human body and the factors that determine its well-being and proper functioning are so complex and manifold that they require constant attention and a careful study of their basic underlying principles.

For that reason, "Care for the Body" was initiated as an attempt to complement the existing range of physical activities with a constant platform for all members of the community to explore topics that are relevant to one of the core intentions of the place. As a first step, a space for "Care for the Body" was created on the school's notice board, in which a new topic will become our focus of attention every couple of weeks. The same information is also shared on the newly created blog careforthebody.wordpress.com and is also sent out to the whole community via email. Other events during the week, such as assemblies, documentary nights and Inquiry Times provide more opportunities to share information on those topics.

In this spirit, take care, and if you happen to be sitting while reading this, why not stand up now and go for a walk? Your body will thank you.

GLOBAL CONNECTIONS

FRIENDS OF BROCKWOOD PARK

Project Co-ordinator, Bill Taylor, responds to questions about this recently launched initiative.

What is 'Friends of Brockwood Park'?

The intention is to create a community of like-minded people around the work that is done at Brockwood. We wish to share what we do with all who have an interest in the teachings of Krishnamurti and in how these find expression here. At the same time we hope to inspire people to visit us and help support us.

Furthermore, when you look at what happens at Brockwood over the years and at the way people feel about it, you realize that friendship has played a big part in what has been achieved. The generosity of spirit and self-sacrifice shown by many in supporting Brockwood are qualities we often associate with friendship, and strong and lasting friendships have often resulted from time spent here.

Why would I register as a Friend?

You are only going to register as a Friend if you have been touched by Brockwood itself and/or the teachings of Krishnamurti; the two are inextricably linked. If you feel the tremendous importance of these two things in an increasingly chaotic world, then you may well feel that you want to support them and see them flourish. You can help do this by becoming a Friend.

As a charity Brockwood needs donations to support and improve charitable activities in all four of its departments: The Krishnamurti Foundation Trust, The Krishnamurti Centre, Brockwood Park School, and Inwoods Small School. Because of the general economic downturn, this

income has been falling in recent years; we hope that if a significant number of people give even a small amount of money regularly we will be in a much stronger position. Every need—from our Student Bursary Fund, to the upkeep of The Krishnamurti Centre and the dissemination of the teachings by the Foundation—will benefit.

How much will it cost for me to register?

Our annual base rate is £25 (or around 50p a week) but you are welcome to give more if you wish.

How do I register as a Friend?

You can register on our new website <http://www.friendsofbrockwoodpark.org.uk/friends.html> or if you do not have access to the internet and would prefer to register by phone or by post, you are also welcome to do this (see the contact details below).

What is Brockwood Park ePost?

This is our new quarterly electronic newsletter which can be found on the Friends website. You can sign up there to receive it or simply tell us your email address. You will find even more current news (via our website) on our Facebook page and Twitter account, which are updated several times a week with the latest news from all the departments at Brockwood.

Have you registered as a Friend?

Yes, along with a number of Brockwood staff and Trustees. Have you?

50p A WEEK, IT'S AMAZING WHAT WE CAN DO WITH IT!

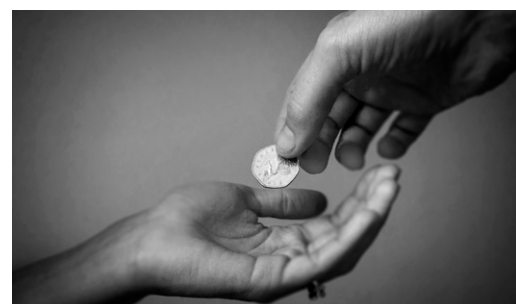
Each issue of *The Brockwood Observer* is mailed out to around 4,400 recipients. Imagine if each of us who received the *Observer* were to give just 50p a week to register as a Friend of Brockwood Park (www.friendsofbrockwoodpark.org.uk). The added income to Brockwood Park School (or to any other chosen department at Brockwood) would be in the region of £114,000 per year. This is enough money to:

- Provide many deserving students with bursaries
- Make improvements to classroom equipment and materials
- Help us better insulate our beautiful Georgian manor house
- Buy much needed machinery to care for the gardens and parkland.

If you would like further information write to us at:

Friends of Brockwood Park, Brockwood Park, Bramdean, Hampshire, SO24 0LQ, UK

Visit www.friendsofbrockwoodpark.org.uk / Telephone +44 (0) 1962 793868



Petter Goldstine



Friedrich Grohe

What is Thought? (continued from page 10)

K: Memory is what?

S: Symbols.

K: Symbols, pictures, information. We said thought is the response of memory. What is memory?

S: Knowledge.

K: Knowledge, experience stored up in the brain. So the brain retains the experience, the knowledge of how many miles it is between here and London, and responds. So you have found out something; that thought is a response or movement of memory. When I learn how to drive a car, it is the response of knowledge, which is stored up, and I drive. So thought has created the image, and because thought is a fragment it has created the "me", thinking the two are different. Thought has created the image, and thought says, "The image is very transient, it is always changing, but there is a "me" which is permanent." *Thought has created both.* So when thought sees that it has created both and therefore they are both the same, what happens?

S: Thought stops.

K: Thought is blocked, isn't it? It says, "I can't do anything." So what is there? Do you understand? Please understand this tremendously important thing in your life. Get the principle of it, the truth of it; see the fact of it. Thought has created the image, thought has created the "me", and thought says now, "I have created the two"—battle! And thought suddenly says, "By Jove, I see what I have done". Then what takes place?

S: You don't think about it.

K: There is no image at all. When thought stops, what is there? There is no illusion, there is no image, there is no me. Therefore there is no hurt, and therefore out of that comes right action which is intelligent. Intelligence says, "This is right action". Intelligence doesn't *say* it, intelligence *is* right action.

ALUMNI NEWS

DEALING WITH OUR DIFFERENCES

When Lakshmi arrived to study with the Open University at Brockwood in 1989, from one of our sister schools in India, she can hardly have guessed all that her four years here would bring her, but then neither could Guy, already in his second gap year at Brockwood and planning an imminent return to Belgium.

Observer: What led you to Brockwood?

Lakshmi: We got there when we were both 18 and on the cusp of adulthood. I was a mature student for four years while I studied for my undergraduate degree with the Open University. My first exposure to the teachings had been at the Krishnamurti school in Bangalore, but it took coming to Brockwood to make the questions become my own, as it were.

Guy: After secondary school, I was unsure about what to do next, and I came to Brockwood on a gap year. I enjoyed that year so much that I stayed on another year, the year I met Lakshmi. I then returned to Belgium to study further. Lakshmi continued at Brockwood, and we kept in touch, meeting up with common friends during the holidays; and before we knew it, it grew into something more than a good friendship.

Observer: What happened to you after Brockwood?

Guy: After my time at Brockwood, it became clear to me that I wanted to work on energy issues. So after my engineering degree I decided to study solar energy for my PhD. Lakshmi moved to Belgium and obtained a Master's in Human Ecology. We got married—a Hindu wedding in India and a simpler wedding in Belgium! Our first child, Mathieu, was born, and we moved to Australia for two years. On our return to Belgium after my Post-doc in Sydney, our two other children Sandhya and Loïc were born. I have continued to work in research on photovoltaics, and after

a few years in a research institute I am now working at a private company, heading a team of researchers developing new materials for higher efficiency and lower cost of solar cells.

Lakshmi: I first worked on risk perception of nuclear energy and radiation, and took time off in between to be a full-time mother. I am now teaching part-time at a school for children with learning difficulties, and training to be a Byron Katie facilitator.

Observer: What does Brockwood Park mean to you both?

Guy: We both look back to our time at Brockwood Park with

fondness and the sense that it changed our lives in so many ways. It really opened up my horizons and brought clarity about life choices.

Lakshmi: Brockwood has a special place in our hearts. Living in a community of people from such diverse backgrounds and cultures brought things into sharp

focus. Whether it was dealing with the daily routines of morning jobs/rota or inquiring into 'what is right action?' the underlying sense of questioning every principle you hold dear, brought an openness (and confusion at times!) that was invaluable. It has without doubt helped us in dealing with our differences, cultural or otherwise, and in dealing with difficult times brought about by events in life. The sense of being able to express underlying fears/insecurities while inquiring, as we had learnt to do at Brockwood, has contributed greatly in keeping the dialogue open between us as a couple and family.



Lakshmi and Guy with their 3 children

GREEN GROWS THE ROOF ABOVE

Mike Davies, *Construction Manager*

Long overdue but worth the wait, our seven new boarding houses (the Pavilions) are progressing steadily and we are confident that these remarkable buildings will be ready for use in the spring. In this article, Mike Davies explains why the extensive veranda roofs will be covered with sedum.

What is Sedum and why put it on a roof? Sedum is a genus of flowering plants that stores water in its leaves (a succulent) and covering a roof with it is just one of the many ways of creating a 'green' roof. The roof over the Pavilions' verandas is virtually flat and the simplest way of waterproofing such a roof is with a membrane. Traditionally, flat roofs have been covered with a bituminous felt that is torched on; but such roofs are prone to damage through exposure to sunlight and variations in temperature throughout the day and year, leading to early breakdown of the membrane. Nowadays, it is more common to fit a man made rubber membrane and to protect it from the ravages of the weather/ climate with a 'green' roof.

The advantages of using Sedum as opposed to, say, grass, is that the latter requires a deep layer of soil, adding weight to the roof and increasing the structural size of the roofing timbers. Grass is also prone to die back in periods of low rainfall. Sedum on the other hand is typically planted in only 50mm of light-weight expanded clay medium which, due to the water retaining properties of its leaves and the roofing build up, can withstand extended periods of drought.



The sedum roof on our Garden Rooms in flower



The flat roof over the veranda will be covered with sedum

Mark Apted

Sedum roofing is being retrofitted to many city centre buildings as its light weight does not compromise existing structures and it provides an inner city habitat for insects and birds as well as reducing what is known as the UHIE (Urban Heat Island Effect) where inner cities heat up due to the radiating effects of sunlight on buildings. Studies have shown that the insulating properties of sedum roofing in an urban environment can reduce air conditioning needs by up to 25% and reduce the need for heating in winter by a similar margin.

Prior to researching material for this article, I had thought that only flat roofs were suitable for Sedum roofing, but in fact, Sedum can be successfully installed on pitches up to 40deg. I can't help thinking: What if I had put Sedum on all the roofs of the Pavilions? But I didn't, I chose to change from the Architect's specification of slate, to clay tiles, because tiles are commonly used for roofing in this area...I could have been more creative... *"Only the mind that has emptied itself of the known is creative"* J.Krishnamurti

BROCKWOOD IN BRIEF

For many who have spent time at Brockwood, the Morning Meeting, ten minutes sitting together in complete silence, was the most significant expression of what was different about the School and how it confirmed the intentions of the founder. However, there has always been the problem of getting full attendance at the Morning Meeting (unwilling as we are to use punishment and reward); and to meet this we started this year by introducing Morning Assembly. This occurs just before classes and involves the whole school assembling for a few brief announcements, a five minute presentation from anyone wishing to offer something and then five minutes of silence together. Morning meeting remains for those wishing to attend and they get the benefit of a second reminder of silence with everyone present.

STARTING THE DAY TOGETHER



Petter Goldstine

A TOWERING CENTURION



Petter Goldstine

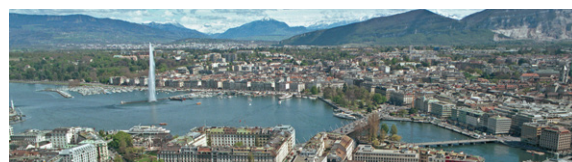
Weather Vane, on top of the Tower

What better way to celebrate 100 years than to have your plumbing renewed! Our marvellous red brick water tower is one hundred years old – as shown by the weather vane that crowns it – and we are marking the occasion by doing extensive work on the plumbing. Much of the original iron pipework was beginning to weep from age, and needed replacing along with the 9,000 litre steel water tank at the top.

AVEBURY OUTING



In suitably British style, the heavens opened throughout our trip into Britain's ancient past. But, our non-exam History class braved the elements to explore the Neolithic ("New Stone-age") past of the internationally renowned site of Avebury. We learnt of the Agricultural Revolution, beheld 40-tonne sarsen stones, and listened to the stillness from *inside* a 6,000 year old long barrow for the dead.



Wikimedia Commons

BROCKWOOD IN GENEVA Saturday 9th March 2013 from 3:00 to 7:00 pm

We enthusiastically invite you to join us in Geneva for another Brockwood major alumni event! This will be the first such gathering in Geneva to welcome alumni and other friends of Brockwood Park.

Refreshments will be provided and, for those who wish to, we will go out for a meal together afterwards.

Please RSVP soon either on Facebook or through alumni@brockwood.org.uk to give us an idea of how many of you there will be.

BROCKWOOD YouTube CHANNEL

On the Brockwood Park Channel on Youtube you can follow our Present Tense series featuring the latest talks given by visiting speakers to the Brockwood students and staff. You can also see recordings of Brockwood performances, short films made by students and some of Krishnamurti's talks at Brockwood.