



Photograph by Petter Goldstine

Education in the True Sense

Posters displaying five different Krishnamurti quotes were exhibited on London Underground platforms for two weeks at the end of October, together with the address of a new website (kft.org) where visitors can find information about Krishnamurti's teachings and the Schools, Retreat Centres and Foundations. The following extract comes from Education and the Significance of Life.

The ignorant man is not the unlearned, but he who does not know himself; and the learned man is stupid when he relies on books, on knowledge and on authority to give him understanding. Understanding comes only through self-knowledge, which is awareness of one's total psychological process. Thus education, in the true sense, is the understanding of oneself, for it is within each one of us that the whole of existence is gathered.

What we now call education is a matter of accumulating information and knowledge from books, which anyone can do who can read. Such education offers a subtle form of escape from ourselves and, like all escapes, it inevitably creates increasing misery. Conflict and confusion result from our own wrong relationship with people, things and ideas, and until we understand that relationship and alter it, mere learning, the gathering of facts and the acquiring of various skills, can only lead us to engulfing chaos and destruction.

As society is now organized, we send our children to school to learn some technique by which they can eventually earn a livelihood. We want to make the child first and foremost a specialist, hoping thus to give him a secure economic position. But does the cultivation of a technique enable us to understand ourselves?

While it is obviously necessary to know how to read and write, and to learn engineering or some other profession, will technique give us the capacity to understand life? Surely, technique is secondary; and if technique is the only thing we are striving for, we are obviously denying what is by far the greater part of life.

Life is pain, joy, beauty, ugliness, love, and when we understand it as a whole, at every level, that understanding creates its own technique. But the contrary is not true: technique can never bring about creative understanding.

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A winter's morning at Brockwood. Photograph by Duncan Toms.



Winter workshops in the Sitting-room.

Our Thanks

Bill Taylor Director of Development

We wish to thank all of you who assisted by donating to our very successful 2013 Annual Appeal. This was launched in May with the aim of trying to raise £40,000 for the different needs within the School and an additional £60,000 for the needs of the other departments at Brockwood (Inwoods Small School, the Krishnamurti Centre and Krishnamurti Foundation Trust). A generous donor offered to treble any donation up to a total of £100,000 provided the money was raised within a six-month period. Thanks to your generosity we had reached the required total within four months. This has resulted in a huge boost to our funds for the current year, enabling many much needed improvements at Brockwood.

If you would like to learn more about the financial position of any of the work associated with Krishnamurti Foundation Trust Ltd, including Brockwood Park School, please visit the Charity Commission website for a full set of published accounts for the financial year ending July 2013 (enter 'Krishnamurti Foundation' in the charity search box) <http://www.charitycommission.gov.uk/find-charities/>

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The Virtues of Not Knowing

Co-Principal Gopal Krishnamurthy describes the Brockwood summer conference.

When learning, teaching and schools are so resolutely set up to demonstrate what we already know, not knowing is rarely explored. Though this may seem scary, nonetheless it is a crucial beginning for living a life of wonder. Can parents, teachers and children ignite and nurture this sense of wonder in themselves and with each other or must wonder inevitably be extinguished by the excesses of knowledge and experience?

It is with these concerns and questions that we began this year with an educational conference on *When is Teaching? Getting In or Out of the Way at the Right Time*, with emeritus Harvard University Professor of the Graduate School of Education, Eleanor Duckworth. In her classic book, *The Having of Wonderful Ideas*, Duckworth suggests that, 'The virtues involved in not knowing are the ones that really

count in the long run. What you do about what you don't know is, in the final analysis, what determines what you will know.'

During the three days of the conference, participants delved into questions about the nature of learning and teaching, and also watched learning unfold in several minds-on and hands-on demonstrations. We had a full house, exploring the nature of learning with a participating audience of more than fifty people including our own staff and teachers from other schools in Europe. The conference also highlighted questions that are unfolding this year at Brockwood regarding the nature of learning and teaching. One provocative question that we continue to grapple with is: What on earth is teaching if telling students what you already know does not seem to help their learning?



Photograph by Bill Taylor

Eleanor Duckworth working with two young pupils during the Conference.

A Revolution in Consciousness



Gopal Krishnamurthy (with microphone) at the Sorbonne conference

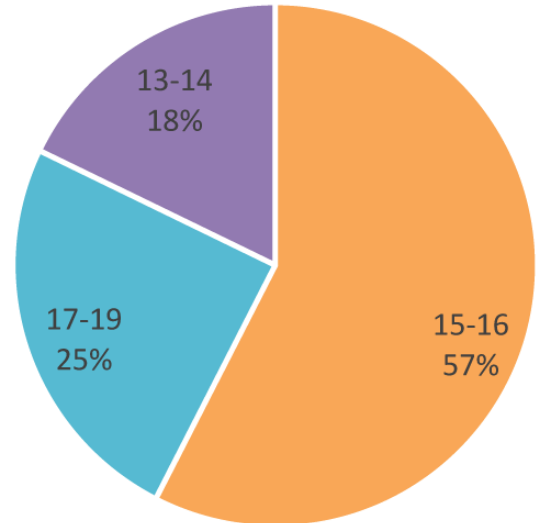
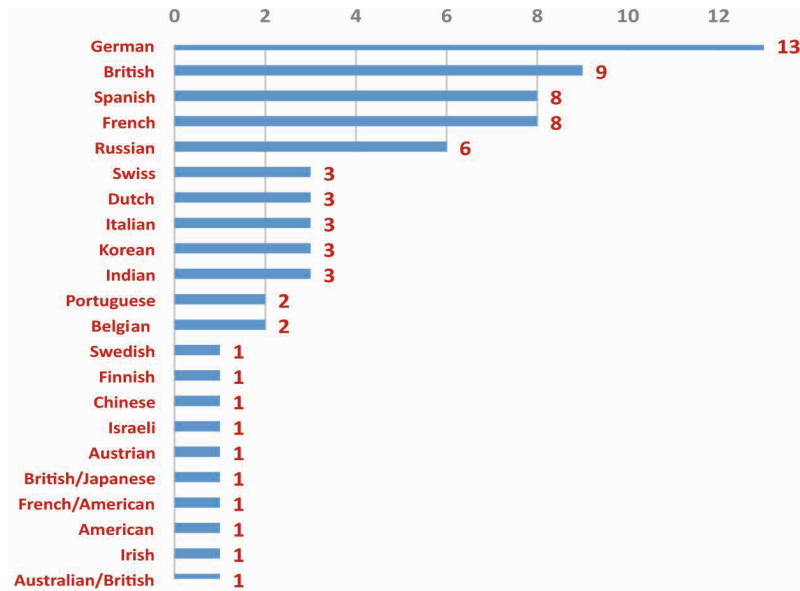
In October, Brockwood Park Co-Principal, Gopal Krishnamurthy, gave a talk at a one-day conference on the "Evolution of Consciousness", in Paris, at the Sorbonne. The presenters included Pierre Rabhi (a renowned farmer, writer and environmentalist) and Antonella Verdiani (author, educator and a parent of a Brockwood student). Gopal's talk focused on education and the need for a "Revolution in Consciousness". The talk ended with a quotation from K's "Truth is a Pathless Land" speech. Approximately 500 people attended the talk. Many were interested in Brockwood and others expressed a wish to start their own school in France.

STUDENT LIFE

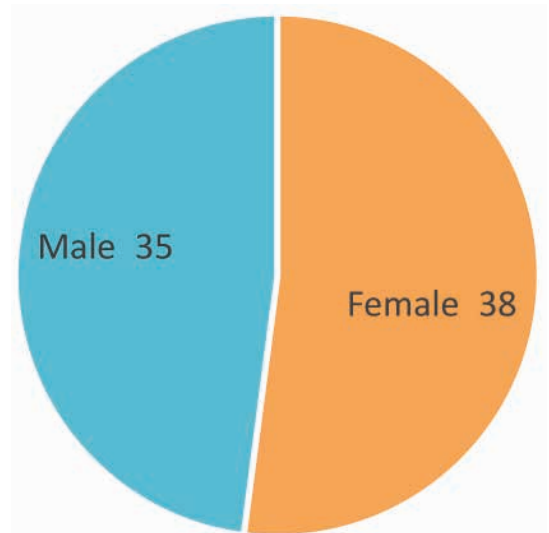
Where Are They All From?

As you can see from the following tables, this year there are 22 nationalities represented amongst the student body making for a great international mix in a small school.

By Nationality



Student Age Distribution



Student Gender Distribution



Top Photo

Students tackle a problem together in one of the newly refurbished Garden Classrooms

Bottom Photo

Students and Staff in the first week of school play a game on the South Lawn

Tables & Charts by Vijay Raghavendran

Photographs by Bill Taylor

The Meaning of WYSE

by Harald Sydenham

We caught each other's eye from either side of the platform. It made sense that we did. We were in the middle of nowhere, more specifically, Kiyosato, the centre of Japan, a setting brimming with natural beauty: impressive mountains, mysteriously inviting forests, and charming streams. We were both inevitably headed for the same place, albeit with different personal goals in mind; goals close to our hearts and which had been moulded by our journeys—the venue of the WYSE (World Youth Service Enterprise) International Leadership Programme.

I personally decided to fly halfway across the world to attend the programme out of a dissatisfaction and annoyance at where I was in my life. I am in my fourth year at Brockwood, and although I can say with conviction I have learnt and experienced the most amazing and challenging times of my life here, I am no closer to knowing what I want to do after this.

The programme was twelve intensive days. The thirty or so participants who came from around the world included eighteen different nationalities, mostly from Japan, but also the USA, Europe, Afghanistan, Nepal, Sri Lanka, Pakistan, Australia, and elsewhere. I was by far the youngest at seventeen, with the ages ranging through to about forty. I came to hold the WYSE staff team of seven in high regard because of the dedication, time and love they put into the programme and the belief they instilled in us as participants. Together we created a learning space aimed at finding out how individuals can make their own unique and positive difference in the world.

WYSE is affiliated with the United Nations and is recognized as an NGO working with young people as emerging “leaders” discovering their unique potential and how they can actively create positive change in the world. This was the first time the programme was being hosted in Japan, and it worked closely with the KEEP association (Kiyosato Educational Experiment Project) that hosted us so kindly.

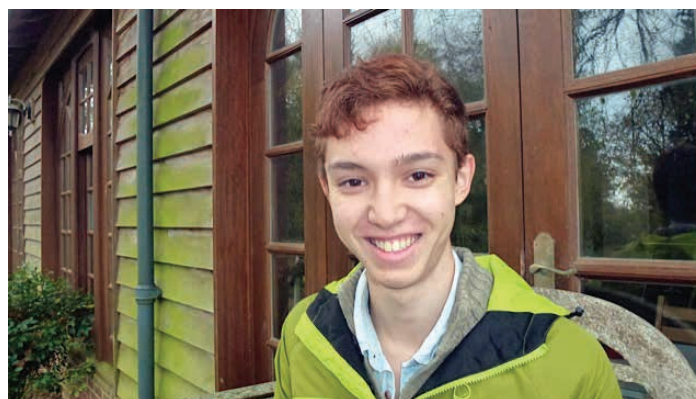
WYSE works in such a way as to nurture and gently but firmly pull out the “leader” in us. This is not a kind of authoritarian leadership, but one where we take action

based on our guiding principles or values. This was equally about learning to follow as much as lead and about taking responsibility for issues we see in the world close to us, using the resources both in and around us to change them—leading ourselves first. We tried to reach this idea and work with it through different methods, exploring ourselves for the first half of the programme, and then, in the second half, focusing more on how to put into action what we wanted to do.

I find it hard to say what I've learnt, because I'm not even sure; but I do feel different. Nothing dramatic, nothing tangible that I can clearly recognize, but I have gone through and come out of the most amazing, empowering and beautiful experience of my life; and I know I owe a lot of that to the WYSE team. I feel a healthy obligation and duty to them to carry on with this process, this

adventure that they kick-started, and to keep developing personally. Now that I'm back, I've got a burning question in my mind. The question is blatant and obvious, with flashing neon signs and a dozen different spotlights pointing at it: What is the next step for me? Do I stay or do I go? And I know picking one will come either from a place of deep-rooted fear or from a courageous step that will require commitment, self-belief and trust. Let's see what happens.

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Harald Sydenham, after his time with WYSE in Japan

BROCKWOOD OBSERVED

The Discovery Continues Each Day

The Mature Student programme at Brockwood provides an opportunity for young adults (aged 21 to 30) from around the world to spend a year here studying Krishnamurti's teachings, helping with the running of Brockwood and developing their own talents. Here some of them respond to the question: What makes Brockwood special to you?

Bailey

Brockwood is a tranquil place that fosters freedom, love and godness within the individual. It is an international hub that has a special and unique vibe all of its own. Bailey (USA)



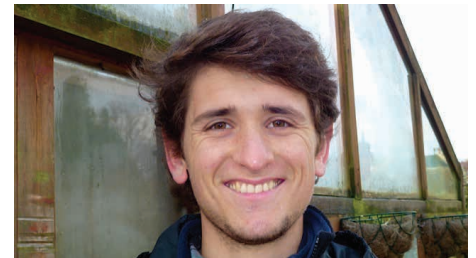
Amar

What is special about Brockwood is that you will find out how special you yourself are and how beautiful life is and how amazing other people can be. Amar (Holland)



Charlie

It is special to me as it has provided me with the perfect environment to find out about myself. The discovery continues each day, and it is for this that I feel hugely fortunate. Charlie (UK)



Vivek

It offers me the space and time to be myself and to question everything without the fear of being judged. Vivek (India)



Laxmi

Brockwood leads one to a more complete process of learning; learning about inner freedom, relationships with others and with oneself. Laxmi (Spain)



Sarah

There are so many special things about Brockwood: quiet afternoons and a burning fireplace. In the sitting room there is one student playing a guitar and one student reading Spanish poetry while light cascades through the windows and a friendly stillness fills the space. Sarah (USA)



Eastern Influence

An interest in languages is certainly a help when it comes to attending international fairs to promote Brockwood, so polyglot Co-Principal, **Adrian Sydenham**, was well-equipped to meet the numerous parents and students who had questions for him on his recent trips to Taiwan and China.



Adrian Sydenham with a translator in the Brockwood booth in Taipei

October brings both typhoons and educational fairs to Taiwan. Brockwood had a stand at each of the fairs organised by the *Oh! Study* group in three major cities, Taipei, Taichung, and Kaohsiung. Several hundreds of parents, college-age and secondary-age students passed through the stands looking for that extra-special place which would provide the right mixture of wished-for elements. Some visitors were merely gathering up as many brochures and pamphlets as possible, but others were more confident, or curious, and sat down to talk and ask questions.

In Taipei the commonest question related to the provision of some kind of summer course, preferably in English language, which Brockwood does not currently offer. Various other stumbling-blocks, including holiday dates and requirements for A-Level qualifications, meant that it was only those already interested in continuing their studies in the U.K., or who are particularly interested in Krishnamurti, or in alternative education, who are likely to pursue an application. Nevertheless, parents shared the same concerns as their European counterparts about the dullness of an exam-oriented pressure-cooker, and clearly were interested by the possibility of a more personal education, especially if their child was proving to be something of an individualist even within a strongly conformist culture. In between exhibitions Taiwan has much of interest for the visitor, especially in its natural beauty and in its cultural heritage, which, together with Japanese, American, and mainland Chinese influences, includes strong elements of longstanding Buddhist and Confucian traditions.

In China two events had been arranged by Sue and Kang, our intrepid translators and Krishnamurti committee members; the first was held in a hired hotel meeting-room, attended by about 50 persons. Each of 10 intentions for Brockwood was shown on the screen in both English and Chinese, then introduced in English, followed by Chinese translation and then questions were invited. A good proportion of the visitors seemed more than passably familiar with Krishnamurti's written work. The most familiar question this time was not about summer school provision but once more whether there is any possibility of such a school starting up in China.

There was an interesting question about possible contradictions between a student's home life and the values espoused by the school, and quite a long time was spent on the concept of freedom in relation to students choosing their own subjects, and choosing (or not) whether they attend the school meetings. K-Class seemed to provoke interest, as did the 'talking therapy' which sometimes appears to accompany incidents of smoking or drinking.

It was clear from the way some parents were speaking, that they desperately wanted to give their children the opportunity of an education such as Brockwood provides: they were well aware of the pressures and factory-production elements associated with conventional education around the globe. One mother seemed eager to explore the possibility of moving to England so as to allow her child to attend Inwoods.



The Longsham Temple (1738) in Taipei city

POETRY AND ART

A Solitary Stag

By Mitia Klein, Student

A solitary stag, walking through the rays of the serene
 moon,
 Its coat gleaming in the shiny light, looked proudly ahead.
 The soft snow under his hooves cracks silently,
 Whilst his deep brown eyes focus on the path ahead.
 These eyes seem to be aware of every single movement,
 His ears of every single noise,
 Be it the crack of a twig or the heartbeat of an owl.
 Maybe the snarl of a wolf.
 Half a second of absolute silence,
 Shattered into a thousand pieces.
 Rapid running, breaking branches and furious snarls.
 Half a second of absolute chaos,
 Created by both fear and lust.
 And then,
 An eternity of serenity and soft white snow lit by shiny
 moonlight rays.



Carvalho



Petter



Ana



The Art of Spoons

A collection of hand-made wooden spoons, created by students and staff using a combination of techniques including sawing, carving, chiselling, filing and sanding. Centre top, clockwise, made by Robbert (Staff), Coco (Student), Petter (Staff), Gea (Student), Robbert (Staff), Arina (student). Photograph by Coco Tas.

Friendship

by Mary-Ann Ridgway, Staff

The wise ancient landscape
Pushes us out of the ground
Moulds our earthly bodies
Holds us firm along its contours
Until, with the help of another,
It is safe to reach for the skies.

The other arrives
Curious and tender
Bringing barriers down
Of conformity and blame.
With a single gaze
We see the inner world of the other's turmoil
And know the games that are played,
The wounds that are feared
The longing that lingers.

Affection kindled
I stand naked and trusting in the other's presence
Give permission to decipher the lines on my face,
The stiffness in my movements,
The awkwardness of my breath,
And see the mysteries of my inner story.

With honesty and clarity
Blind spots are lifted
Freeing the spirit to its wild potential.

Awareness is one of the greatest gifts we can bring to our friendships.

Be still
Let love discover us
And sense the flow of each other's lives.



Mary-Ann

Catching Characters

Leonie Thoby, a second year student from France, has done a series of drawings of staff members which catch their characters and are instantly recognisable to everyone at Brockwood.



Mark



Soraia



Amel

INWOODS SMALL SCHOOL

A Specialness at Inwoods

by Evelyn Mackintosh, Staff



Evelyn engaged with one of her pupils

Working at Inwoods has opened my eyes to the importance of facilitating an open and trusting atmosphere for children where they will learn how to cope with life's challenges and thrive as individuals. Learning about themselves and how they fit into a community, how to communicate clearly and how to have empathy for one another, all play a large part in the school days.

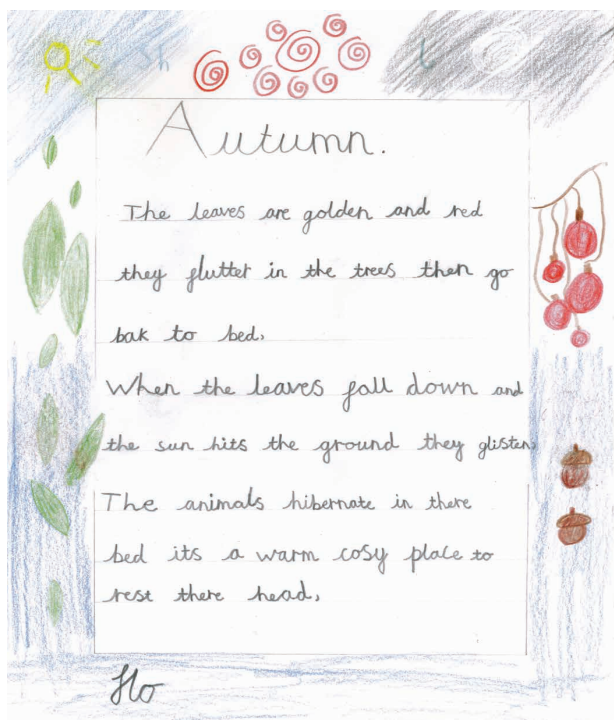
As an educator, I am now more free of the box-ticking process and am learning to let go of the pressures to push the children forward in their learning. My experiences of

teaching in the mainstream sector where this is a clear priority were at first difficult to shake off. It has been a steep learning curve with many challenges, and much of my reflective learning has taken place during staff meetings, where we discuss the children and each other in an atmosphere of frank mutual trust and respect. Focusing on the reality of what a child is learning in any given time, has shown me how to trust their capacities and learn with them rather than expect that only *they* have something to learn.

Neutrality in the teaching approach helps the children to take pride in their work and become self-motivated. For example, I try to state facts about work that a child has come to show me; whereas in the past I was conditioned to praise and even reward the work with a sticker. Paying attention in this way not only models awareness, but also fosters a sincere relationship between us and with their work.

Time plays an important part in the day. Time for listening to stories children tell, time for listening to children talk about hurts and time to resolve those hurts, time to play and laugh with the children, time for teachers to share funny anecdotes and concerns. Teachers make time for this and the relationships between the children and the teachers are strong as a result.

When I first joined Inwoods I was sure that I had found something special; I just couldn't put my finger on what that was. Visitors to the school mention it, and even now it is a challenge for me to express what it is that makes Inwoods a learning place for educators and children alike. For me, it is about staying present, observing and accepting without judgement but with awareness of what needs to happen for learning to continue, uninhibited.



A poem by Flo aged 7



Storytelling by KFT Trustee, Derek Hook, keeps the whole school absorbed

Letter To My Grandchildren: How Are You Going to Avoid Getting Caught Up in this Mess?

by Andrew Alexander, Staff

This world has many faces, some of which I have seen. Some are beautiful: the monkey swinging from tree to tree; the elephant in its silent swaying walk; and the sea's deep rolling sound. Others are ugly: plastic littering the undergrowth and choking the rivers; the violence and greed of humanity. You both have beautiful smiles, and as you run towards us with your arms outstretched it is like being drowned in warming sunshine. You are happy being you; neither of you wants to be anything other than what you are. Your parents care for you, delight in your company when you are awake, and relish the quiet when you are asleep. You are both very young: one embarking on a new, larger world; the other experimenting with sight, sound and movement. Steadily, almost imperceptibly, you are moving towards independence, standing alone, thinking for yourselves, being yourselves.

How will you fare in this world of many faces? Will you be devoured by the brutality of it all? Or will you hold on to that sensitivity that you both cheerfully possess? Will the violence of competition, ambition, aspiration engulf you so that you are left struggling in the mire of life that has so carelessly been left by me and my generation? I have seen them on the streets of the towns and cities and in the villages of India, children of your age struggling to survive, their thin bodies clothed in rags. I have seen their smiles, fleeting and questioning under the weight of intense hardship. I have seen them in the streets of Britain, cowering under the rage of desperate parents, already consigned to the role of the under-class.

Will you continue to learn about life, about who you are, and feel free to explore? Today you play by the sea and walk in the hills; you breathe the air that carries the promise of spring, the scent of a summer to come and feel the bite of the last chill winds of winter. Will you, when hard times come to you, as they do to us all, walk quietly to the trees, the shore or the rivers to gather yourselves, to reflect, to find strength? You both delight in the flight of birds, the scurrying of animals and the swift, darting movements of fish. Will you care for them? Will you share your world with them and not crush them under your feet?

When each one of you sits on my knee and we read a book or look at the world outside, your breathing and your bodies are so strong and yet so fragile. Sometimes you put your arms around my neck and hold your face next to mine and we are together, all of humanity, timeless in communication beyond words, beyond explanation: the old man and his grandson, for that moment cease to exist. Then you laugh, slip off my knee and go back to your playing, whilst I watch and learn about you and me.

Will you be forced to fit in? Will fear come to dominate your every move, as it did for me when I was young? Will you have to be the best, or will you decide you are no good? Like us you are the product of your parents, and yet you carry all of humanity within you. Will you find out what you really love doing and do that? Will you care for others without being asked?

Both of you are so full of life; interested, thoughtful, over-flowing with questions. Your lives are just beginning, whilst mine is approaching its final phases. Yet our lives, yours and mine, are touched by the same fragility and we share the same uncertainty of our continuity. So, though we are divided by time and separated by distance may we learn together without judgement—you need neither my condemnation nor my approval. It is the joy of being related to all living things that nurtures our spirit, and it is the delight of discovering this that unites humanity.



Andrew reading to his grandchildren

FINE FOOD



SECRETS FROM OUR KITCHEN

Sarai Alons, Staff

Keeping a record of the new things we try in the Brockwood Kitchen, quantities and measurements has never been my strong suit. Sometimes exact measurements are essential for the right outcome, but I find that in many cases doing things by eye allows for much more freedom. When cooking for the School, I measure ingredients with big plastic bowls or jugs. The recipes below have been measured in handfuls rather than grams because, when cooking for just a few people, that's the way I usually measure things. The Stir Fried Brussels Sprouts go well with the Chestnut and Mushroom Bourguignon as a bright green side vegetable.

Chestnut and Mushroom Bourguignon

This year the sweet chestnut trees at Brockwood have been particularly bountiful. And where better to spend a rainy afternoon than in the kitchen? You can of course always buy already prepared chestnuts, but foraging and preparing them yourselves does add a considerable amount of extra satisfaction. Although admittedly, it does also add a considerable amount of extra work!

Serves 4

- 4 handfuls of a mixture of mushrooms (such as chestnut, shitake, oyster)
- 4 handfuls of peeled chestnuts
- 2 handfuls of shallots
- half a head of garlic
- a good amount of fresh thyme, rosemary, sage and 2 bay leaves
- 2 cups of red wine
- a cup and a half of passata or tomato sauce
- a cup of water
- a generous splash of liquid aminos or soysauce
- butter

Preheat the oven to 160° (325°F) or gas mark 3.

Slice the mushrooms in half and fry them in two batches in a generous amount of butter for a few minutes. Put them in a large oven-proof dish and set aside. While the mushrooms are cooking, peel the shallots and halve them. Peel the garlic too and fry the shallots together with the garlic and chestnuts for 7 minutes or until lightly browned. Add this to the mushrooms together with all the other ingredients. If there is not enough liquid to cover everything add a little more wine and water. Give it a good stir, bring to a boil on the stove, then cover and put in the oven for 1 hour.

Serve with sourdough bread and cheese or with the brussels sprouts and mashed potatoes for a real warming winter meal.



Stir Fried Brussels Sprouts with Garlic and Ginger

As a child, I never cared much for brussels sprouts. In fact, I think I only really learned to enjoy them fresh from the Brockwood veggie garden! Simply steamed with a bit of butter is tasty, but garlic and ginger give the brussels sprouts that extra bit of kick. If you grow your own, or if you can get them from your vegetable supplier, I would also recommend using the brussels sprouts tops. They are softer than cabbage, and even more delicious!

Serves 4

- 2 big handfuls of brussels sprouts
- chunk of finely chopped ginger
- a couple cloves of finely chopped garlic
- salt to taste
- olive oil or butter for frying

Clean the brussels sprouts and cut a cross in the bottom; this will help them to cook in the middle. Heat the butter or oil in the pan and add the garlic and ginger. Fry for a minute or so and then add the brussels sprouts. Fry until for about 8 minutes or until tender, depending on the size of the brussels sprouts. Make sure they don't get too soft, this will change the flavor and color and it is nice if they have a little bit of bite to them. Sprinkle with some salt and serve immediately.



Arina (student) and Saoirse (mature student) celebrate the arrival of the Stir Fried Brussels Sprouts with Garlic and Ginger



Soraia and Sarai.

What a Team!

The Brockwood kitchen has seen so many people, so many faces. As the student body changes every year, so does the kitchen team. We have a whole new group of people every year. And these people really make the place! Since a few months we have a new staff member in the kitchen, Soraia Costa from Portugal. She is funny and she makes yummy food. Together with the mature students, who like to refer to themselves as 'The Bean Team', 'The Salad Squad' or simply the best cooks Brockwood has ever seen, we are up for a good time, and lots of good food of course!

We have a whole new group of people every year. And these people really make the place!

BROCKWOOD AND BEYOND

A Philosophy of Eternal Optimism

In early October a group of students and staff from Brockwood headed to Stratford-upon-Avon, the birthplace of William Shakespeare, to watch a modern theatre adaptation of Voltaire's *Candide*.



The Swan Theatre at Stratford with *Candide* about to begin

I had read *Candide* over the summer holidays and was curious to see how the story would be interpreted and manipulated in this performance. The story, in a nutshell, is about a young man whose life is an experiment of a certain philosophy; the philosophy of eternal optimism. Wrapped up in the portrayal of a love story, it was a thrilling mix of humour and tragedy. I thoroughly enjoyed the performance and often I felt laughter bubbling up from deep within my chest, to mix with the other sounds of the performance. *Coco, Student*

The central character, Candide, moves from forlorn loss of his first love through the violence of war and modern life to the utopia of Eldorado, buoyed by his spirit of optimism. Finally, set in the future, whilst he has remained youthful thanks to cryogenics, he meets his aged love whose moving speech terminates with a desperate request for a kiss. The end hangs uncertainly between self-delusion and the ever-pervading optimism. Entertaining, relevant and clever; good company plus a very nice cup of tea accompanied by apple crumble and cream—a most enjoyable day. *Andrew, Staff*

The play was not set in Voltaire's time, but adapted with no fixed time period, which made it connectable to today's life as well. It was very interesting for me to see how one can live in the certitude that, whatever life brings, the ideal response of a human being is to be optimistic. When I came out of the theatre at the end of *Candide*, there were many questions burning on my tongue, which I then shared amongst the group. *Gea, Student*

I enjoyed the randomness and unpredictability of the storyline, as well as how modern aspects were integrated into the original tale. At the end I came out of the theatre with many more questions than I had before! *Luna, Student*

I loved the interior structure of the Swan theatre, which, together with the inventive and unique music/sound effects, really captured the mood of the play. *Anna, Student*



A lamp-post adorned with Shakespearean characters

Photographs by Gea Fazzino

For Just 50p a Week

If you like what is happening here please consider supporting it as a Friend of Brockwood Park. You can register today for as little as 50p a week. Visit www.friendsofbrockwoodpark.org.uk or call us for details: +44 (0) 1962 793 868. Brockwood Park School is a registered charity operated by the Krishnamurti Foundation Trust Ltd (Regd. Charity No. 312865) and benefits from Gift Aid within the UK.



What Ever Happened To...?

The Brockwood Observer has always given space to former students to tell the story of their time in the School and what has happened to them since leaving. In this issue we have chosen extracts from three recent stories that can be read in full on a new website created to promote and help manage the forthcoming 45th Anniversary Alumni Reunion. For the full story visit: reunion.brockwood.org.uk

Kris Gorski (student 1989 - 1994) lives in Poland where he works as a sound engineer and composer.

Brockwood was the perfect ground for growing up, where the questions I asked were met with understanding, in turn raising more questions, challenging me, comforting me when needed, and providing many joyful moments with my friends and staff members whom to this day I consider my family. Thanks to one of my tutors, Harsh, and former student, Thomas Vang, who built a recording studio at Brockwood many years ago, I was infected with an incurable form of a music recording 'virus'. I would spend many a night there working alone or with friends on an old Fostex machine and a mixer that was used back in the days of recording Krishnaji. It was a wonderful, wonderful time. To this day I work as a sound engineer and composer for TV and film, while living in a very challenging world, keeping my heart and mind open, thanks to Brockwood in no small part.



Kris Gorski at work in Custom34 Studio in Poland



Emmanuelle Loustaunou (student 1984 – 1989, staff 1995 – 1999) lives in the USA where she works as a Pilates instructor and bodyworker.

I was among those Brockwood students who 'migrated' to American colleges in the late '80s. I felt my three years at Bennington College in many ways as the natural progression of my Brockwood education and a blessed opportunity to explore a unique blend of the artistic process and academics. Both Brockwood and Bennington were able to meet my non-traditional upbringing, allowing me to trust pursuing what I was interested in. My personal journey with dance, choreography and improvisation was redefined in a formative way during my undergraduate years, as were interdisciplinary somatic studies.

Emmauelle Loustaunou, photograph by Brockwood alumna, Anne Loustaunou-Greenberg

Armin Sprotte (student 1972 - 1977) is an art dealer and gallery owner living in Germany.

One often realises the significance of people and places and their immense influence on one's life, when they are no longer around us. Krishnamurti's clear thoughts and teachings, Brockwood Park School and some special students and teachers there have been like a little seed within me that has grown and flourished since I left the school. K's teachings have helped me to face challenges and the ups and downs of life. They have guided me and continue to be of great significance whenever I need to make important decisions; and they have helped me to have a clearer perspective during the various walks of life.



Armin Sprotte, in his gallery on Sylt, in Germany

ALUMNI REUNION 2014



Invitation

BROCKWOOD ALUMNI REUNION 2014

Brockwood Park School would like to invite all former
Students, Mature Students and Staff to join us in
celebrating our

45th Anniversary Reunion

from 21st – 25th August 2014.

To register and participate in the Reunion,
please visit our website:
reunion.brockwood.org.uk

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