



## The Great Game of Humanity

By Emelyn, Student

*Emelyn, a second year student at Brockwood ponders the nature of global history and the forces that are at work on the individual and the 'masses'.*

Studying history since I started at Brockwood has brought out questions I have never considered before. To most of them I have no answer. Through my asking I discovered that I am fascinated by the vulnerability and volatility of human emotions and their relation to world history.

If I begin to look at history from a personal viewpoint, I then feel I must handle it with more care and respect. I have to make sure that I'm doing its delicacy justice. I can no longer be a naïve child who is using it because it is interesting; it has been taken to a different level. I wonder, even now, whether I have a right to study history—the history of people's personal fears, thoughts and doubts. Everyone, when looking at something, interprets it in a different way. Therefore we are making that situation our own, messing about with it as we wish and jumping to conclusions. Are we then not like chess players looking down at this great game of humanity and moving around the pieces as we please?

A lot of history is made up of statistics and facts that are about and that affect what we call 'the masses', huge groups of individuals. Each one of these tiny cells is made up of and is a part of complex organisms. I am fascinated by the art of indoctrination, persuasion and propaganda. I know how difficult it is for people at Brockwood to agree on certain things which affect the community, so how can the media change the mindset of millions of people? History seems to segregate the masses and certain individuals who lead and decide for those masses. Why is it we do not see much individuality in history? Why does someone in history stand out only because they caused destruction and devastation for others?

Each and every human is complex and vulnerable, whether the person is authorising the killing of millions of people or just sitting back and watching events unfold. It is insecurity that drives us to do certain things; the volatility of human emotions shapes our history. When

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Emelyn in the Dining Hall.  
Photographer: Michael Ledwith.



Brockwood Park School viewed from the South Lawn

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one is ashamed of that insecurity and unable to face it as a fact, problems arise. Our life becomes full of anger and frustration. It is this insecurity which allows people to manipulate you, and you to manipulate others. We have a need for stability and power, to be superior and have control. It was something someone said in K class that made me think this. Anger comes from fear.

The pent-up rage and hatred within many leaders led to atrocities. What was the fear behind their actions? Was it lack of love and support when they demanded of millions of civilians that they look up to them as gods? In times of crisis, financial difficulty and conflict, people become unsure of what to trust, and are unbelieving and desperate. Is it this which allows them to sway from one way of thinking to another, allowing ideas and orders to manipulate their rationality?

We are all part of a game. We are the pawns in the chess game. I take it for granted that I am so distant from the masses. However, I am just a small cog in the clockwork of this system of humanity. I am being indoctrinated by our society and surroundings. I refuse to believe that many of my thoughts, of which I am so proud, have been implanted by my surroundings. I ask myself how the people of the masses can have been so foolish, so oblivious of what was going on around them, as to do what they were told without thought. How can I say that I am not falling into a rut like that myself? This is only the start for more questions to come.

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## Seeing The *What Is* Of Conditioning

By Colin Foster, *Physics Teacher*

Lorenzo Castellari and I have started a new course this year called Science and Perception. We both have backgrounds in science and I have had a long interest in how normal everyday perception is shaped by our conditioning. This conditioning develops in us through experiences from birth, through education, media, sport, music, and the values hidden in technology and entertainment, and so on, and is structured around a basic set of assumptions called a world view.

I feel this conditioning goes very deep, and unless in a course like this one can expose and explore this existing world view then any new experience will be assimilated into it. It is not that conditioning is bad, but that it is transparent and, like my glasses, it shapes my perception but cannot be seen directly. This has advantages for functioning in the physical world; for example we need to know what the handle on a door is for without having to discover it every time. But if one is not aware of one's conditioning with its limits and assumptions about what is obvious, then I suggest this will cause confusion in our relationships about what is given to us in our perceptions and what is created in our perceptions by our conditioning.

It will also inhibit creativity, because conditioning about what is obvious, for example, tends to limit what we think is possible in regular inter-actions and normal everyday situations. Seeing the what is of conditioning is my interest without labeling it as good or bad because the labeling habit is also part of conditioning.



In this course I see science as one way into uncovering this conditioning, since the conditioned aspect of perception is reflected in the difficulty and discipline needed to get an objective, valid and interesting scientific observation. Unfortunately, the science taught in schools has little relation to the scientific spirit of the best scientists. Anyone can have this spirit which involves thinking clearly, objectively and creatively, and also being open to what is new and different from what one knows and expects.



Colin Foster

Although there is no one scientific method, there are disciplines to do with theory and observation that throw light on everyday thought processes such as our tendency to look for confirmation of our notions (or theories) about life. In science a theory must be testable; a good scientist will try to find whether a theory functions in its application. Scientific observation must be reproducible. This means, in everyday terms, that observation must be clear of the usual unconscious assumptions, inferences and expectations that come into normal perception. By looking at the Theory of Relativity I hope we will see how even space and time are conditioned concepts that work in everyday activities but, since they are learnt concepts, do not necessarily work in extreme physical situations.

Through activities that look at what good science is, we can learn about our processes of thought and the deeply held, usually unexplored, assumptions that hinder clarity in thinking.

Student feedback from Bruno: *In this class we mainly discuss. I feel this makes me learn in a very subtle way about listening and trying to understand others. One question about knowledge that interests me is whether it is created or taken from the world.*

# STUDENT LIFE

## Behind The Culinary Culture

By Gisela Colell, *Staff*



Florance and her delicious French cuisine

Photographs by Michael Ledwith

The International Food Festival is an event that takes place at the beginning of Brockwood's school year. It is fun to cook during an afternoon with friends who come from the same country as you, and it is even nicer to share homemade dishes at supper time as well as discovering delights from all over the world. For a few hours one experiences an explosion of smells, numerous kinds of dishes and peculiar culinary techniques.

But what else is there behind the Food Festival? Strolling through the various kitchens, all packed with busy groups of people of different ages, one could perceive in the air something else being cooked: a common language, a certain body language, a specific type of music. Smell, sound, taste and communication are the ingredients that compound a culture, something inherent in ourselves that takes part in our lives. In the evening, having supper all together, we became the big Brockwood family once again, where what matters the most is the culture of the human essence.



A tremendous variety of dishes were prepared for the event



Presenting the food is just as important as the preparation



## Playing Life

By Alexandre Sole, Staff

During my stay at Brockwood Park as a prospective staff in November 2010, one thing that caught my attention was how many pianos there are in the school. At that time I counted 7 of them, including a digital one. To me this was one of many signs that Brockwood is a very special place. I felt very happy and privileged to have been offered the prospective week, and enjoyed interacting with everybody and teaching some Physics as well. I remember very clearly, though, the precise moment when I knew that this was a place I wanted to be: it was one evening in the sitting room, while listening to a student playing the piano. As I looked out the big windows at the dwindling evening sunlight, I felt transported by the beautiful melody, and touched by so much sensitivity and talent.

When some weeks later I received confirmation from the school that I had been accepted as a staff member, it was a truly special moment. I knew this was a great opportunity, and felt very excited about it, but I also knew that working and living here would be challenging, and that being new to teaching I would have to work hard. What I didn't know, however, was that here I would rediscover and be able to fulfill a lifetime dream that long ago I had given up on: learning to play the piano. The problem had always been that I had never thought of myself as capable of learning to play it; this, I must confess, before even really trying. It just seemed too difficult. At Brockwood, though, to my surprise and elation facts soon proved me wrong.

In the ensuing months after moving to Brockwood in

January 2011, having had innumerable occasions to listen to students and some staff members play, I started really falling in love with this instrument and with the subliminal quality and rich facets of its sound. This, and the special atmosphere that permeates the place, almost unnoticingly helped me break through the wall of reluctance I had built in the past. After some rather shy but promising attempts at playing simple scores, I

eventually started taking up lessons with Prach Boondiskulchok, the school piano teacher at that time. With his help, encouragement and sensitivity, little by little and up until today, small feats that before I was convinced I could not achieve have been possible. These have required and continue to require a good dose of patience, hard work and perseverance, which have rewarded me with many moments

of happiness and sheer joy.

The most important lesson I have learned so far, though, is that there's much more to learning to play an instrument than just acquiring some knowledge and a set of skills. Through the many moments of frustration, doubt, impatience and, let's admit it, fear, I have realised that playing the piano involves learning about oneself, rediscovering your body, honesty, sharing and giving, discovering the motivations that lie behind the things we want to do, sensitivity, maturity, to really listen, understanding fear and leaving it behind, and questioning some of the most dearly held ideas about ourselves. Ultimately, at least to me, piano playing is about beauty and about learning to live a harmonious life. Just what I came to Brockwood for.



Learning to live a harmonious life

Photograph by Mark Apted

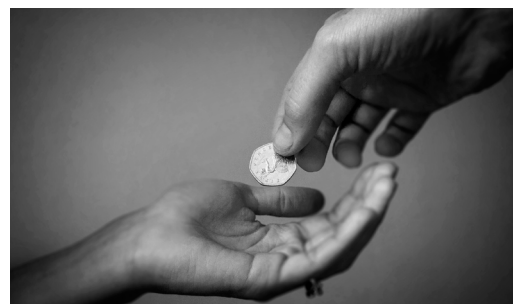
## 50p A WEEK, IT'S AMAZING WHAT WE CAN DO WITH IT!

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](http://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.

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](http://www.friendsofbrockwoodpark.org.uk) / Telephone +44 (0) 1962 793868



Photograph by Petteer Goldstine

# BROCKWOOD OBSERVED

## Climbing Trees

By Noemi, Student



Noemi expressing her love of nature

Photograph by Juliane, Student

This guidance should be carefully read before climbing trees at Brockwood. Provide for your safety!

*Feel your naked feet firmly grounded on the bed of grass. Dig deep in yourself and find the balance that the contact with the ground awakes in you. Close your eyes and direct your thoughts deep into the ground under you, touching the end of every single root. Then let your mind flow from the roots to the top of the tree in an endless dance, ending with your open eyes facing the sky. Listen to the tree calling you and approach it slowly. As you diminish your distance to the tree, with wide-open eyes you can see its beauty and you can feel the love. These first steps are the most important ones you need to have done before you finally cut the contact you have built with the ground. Now you need to find a new balance between you and the tree, to learn to trust it.*

The tree you intend to climb should have been tested for its strength. For safety reasons you need to have appropriate equipment such as adequate shoes and clothes.

If you are climbing trees for the first time, you need to be accompanied by a guide who can show you the right moves. Follow his guidance and be aware of every single step you make. Make sure that you put your feet and your hands in places that are stable and cannot break easily.

*Hugging the tree you can build trust, which will follow you then on every single step you take. Start moving your body,*

*dancing with the branches, and discover the tree. If your instinct stops you before taking the next step, close your eyes and listen to the tree. Open then your eyes again and find the right grip. Go step by step, don't rush; feel free to stand in one place for a long period of time, enjoying the nature that surrounds you.*

You should concentrate and judge how far your body can go. Try to help yourself using always both hands and feet, and do not stay for too long in one place.

*Explore things around you from different perspectives turning from one sight to the other. Take as many 'pictures' of the moments as you can, saving them carefully in your mind. Trace positive energy and force from the strong green colour of the leaves hanging from the branches.*

Follow the guide's instructions when returning back. It is important to keep the front of your body facing the tree and not to turn yourself at any moment.

*To come back to the ground, search a way out through the*

*roots. These will convey you back onto the ground, where you can find balance with the ground again.*

There is no fear if there is trust! Read the right instructions, read your feelings and thoughts, while climbing. I read the right instructions for myself when I climbed my first tree at Brockwood.



Although usually the quiet types, trees make excellent hug buddies

Photograph by Andrea, Student



## Brockwood Made It Fun To Learn Again

By Zivan Krevel, *Former Student*

I have just come back from the 2014 Brockwood Park Reunion, which marked the School's 45th anniversary, meeting with what I could call a second family of friends: Armin, Jean-Michel, Nelson, Ramon, Javier, Lais, Wolfgang, James, Gary, and on and on the list goes. It is fascinating that 36 years have passed since I left Brockwood after staying there a marvellous 7 years in the '70s, but friends have stayed just as they were 40 years ago, as playful and devoted as they were in their youth. Time has only made a few minor physical improvements, such as brown hair to 'blonde', but otherwise there seems to be a timelessness to our friendships that chronological time just doesn't seem to affect.

Whenever I return to what I consider my second home, which Brockwood will always be, memories of those wonderful 7 years return and also the amazement that I was fortunate enough to have had the opportunity to live there. Of course, the contrast with what a 'regular' school is like always strikes me. The way I see it, Brockwood is all about excellence: the excellence of its exceptional surroundings amid the rolling Hampshire hills, and the excellence of the people it has always attracted. There is also a peace to the place, and having known places not like this, I feel this peace creates space, which is a prerequisite for learning. One part of this is academic as in any school, and what a joy this was compared to the authoritarian atmosphere of a regular school, which is very successful in killing the desire to learn. It certainly did for me: to the amazement of my parents, I managed to have a marvellous collection of the lowest possible grades by sixth grade. Brockwood, in contrast, made it fun to learn again, as it is the natural state of the young to be curious, to want to learn.

For me the most important class was, without doubt, Sofia Sanguinetti's Human Biology. It awakened in me the desire to learn about the fascinating human body that firmly set me up to become a physician after years and years of study. I still feel blessed to have such a wonderful vocation, and I wonder if I would have found it had it not been for Sofia's enlightening classes. What made the difference was not the way the facts were presented, but what Sofia was as a person, the love she had for us and for the subject itself! This made a lasting impression.

Aside from academic learning, what really makes Brockwood a unique and very special place are Krishnamurti's teachings. I was very fortunate to have been there when it was K's home. I don't think I was old enough as a teenager at the time to get the most of what he tried to convey, but hearing him talk about the meaning of life and whether it is at all possible to live without fear, sorrow and psychological time

was fascinating. It was only later that I realized what he meant when he said, 'Go into it now, you will be too caught up in life later'.

I probably did not understand the full meaning of what he tried to teach us, but I did feel the immense energy that seemed to flow through him whenever he sat on the podium during the many talks he gave; it was as if he was then 'plugged into' something. During the discussions we regularly had with him, we could not ignore the passion and love he had for all of us, always urging us to 'See, go into it, change!' I probably disappointed him in not making these profound changes. But on the bright side, the interest in his teachings persists, and the years at Brockwood have certainly changed the lenses in my eyes.

Now, many years later, after learning much about the ways of the real world, the immense disorder and violence everywhere, I see Brockwood as a crucial place where maybe a change in the conditioning of the human mind might come about. It is not an easy feat it seems, as the conditioning is so old, deep and all-pervading. It is clear that no outer revolution ever did change anything except the players in the game. I know this first-hand from having lived in a communist country.

One of the games I played was watching him. How does someone so exceptional and who obviously lived his words, live? One observation about our discussions with him was, that he was not talking mechanically. He seemed to be discovering his words in real time; nothing was spoken out of memory. At times he closed his eyes, waited a moment for the knowledge to appear. The fascinating thing when one was with him (and not thinking about girls or football) is that the insights he spoke of were also happening in oneself. Fascinating!

I do feel very happy that Brockwood is in such good hands; the staff members and trustees seem to be doing a marvellous job. I also feel privileged that I can help to keep K's vision alive by helping out with regular small gifts. As there are many of us alumni who feel responsible for the future of Brockwood, I am sure we will all make sure that our oasis of true education survives and flourishes. We owe this to K and to our children.



Zivan Krevel



Zivan in Brockwood in the 70's

Photograph by Jean-Michel de Bloos

# BROCKWOOD REUNION

## The Brockwood Alumni



*'At each juncture there lies a Jewel'*

*By Fazila Benoit, Reunion Coordinator*

This year is Brockwoods' 45th Anniversary Celebration. One of the highlights of that celebration took place over the Summer, at the end of August, when almost 400 Alumni, spanning every one of Brockwood's 45 years, gathered together for five remarkable days.

This Reunion was the culmination of months of being in touch with alumni from around the world and preparing in earnest to host them here on the Brockwood grounds. Over the five days we had the privilege of meeting old friends and making new ones, and of listening to talks by our honoured guest speakers – those who have dedicated much of their lives to the work of the School, Centre and Foundation. We had good weather, a beautiful marquee, delicious food, inspiring workshops, a magnificent bonfire, dances, walks, classical, marimba and rock and roll performances, tree planting, dialogues, morning meetings and lots of rota! Prior to these five days we also had the pleasure of welcoming 15 alumni from the years 1969 to 1979, a 1970s Reunion, which lasted 4 days. The overwhelming feeling amongst these alumni, some of whom had not been back to Brockwood in over 40 years, was a sense of coming back home and of returning to something that held so much value in their lives.



# umni Reunion 2014



Some months have passed since this event and with reflection I can truly say that the Reunion was worth all the effort that went into preparing for it. Reunions are important in bringing people together, and re-igniting our passion for those things we feel are fundamentally important to us. I see the Reunion as a juncture, a point where we crossed and joined paths again, where we shared our intimacies of the things of deep value to us. It is also a juncture that reminds us of community, the smaller one while we live here at Brockwood, and the wider community we can reach out to, to support our learning and keep it alive. It is a reminder of what we share in common, and that we can actively support each other in our journey of inquiry which brought us together in the first place. In this respect, I do hope we will all stay in touch over the coming months and years, and not wait for another five years, August 2019, when Brockwood turns 50!

Thank you to everyone who attended the Reunion and turned it into something of a jewel!

To follow what happened during the Reunion: <http://reunion.brockwood.org.uk/>

To stay in touch: <http://www.friendsofbrockwoodpark.org.uk/>



# BENEFITING BROCKWOOD

## Brockwood's 2014 Annual Appeal: How We Used The Money

Our Annual Appeal exceeded expectations this year and we raised over £106,000 after including the £27,000 that was offered by several donors as a matching fund. We would like to thank all of you who gave so generously, as this exceptional response has meant that all of the departments at Brockwood met their fundraising goals and there were funds remaining to help with other projects.

### The Krishnamurti Centre

Since its opening, the Centre has been constantly updating the equipment required to listen to and view Krishnamurti videos; the return from the Annual Appeal has enabled it to buy new iPads and iPods for this purpose. These will allow guests to watch and listen to talks by Krishnamurti in the quiet of their own rooms or in other parts of the buildings or grounds. The iPads store from 150 to 300 videos and the iPods, up to 180 audio recordings. The Centre has also had to invest heavily this year in the repair of one of the main chimneys and the removal of another, following the installation of the woodchip boiler last year. The new boiler is saving the Centre in the region of £35,000 annually. Finally, over the summer, most of the external joinery around the Centre's windows and doors was re-oiled, making this special building look tidy and trim.



The Krishnamurti Centre at Brockwood Park

### Brockwood Park School



Around one third of students benefit from bursaries

Since the School's inception, efforts have been made to ensure students are not barred from coming to Brockwood solely on financial grounds. Parents who apply for a bursary on behalf of their child must provide financial information to a Bursary Committee of staff members, who then discuss the most appropriate way to distribute our limited funds. Requests inevitably outstrip available resources, and individual needs and circumstances may vary enormously. This year 21 students have benefited from bursaries totalling around £105,000. Of this total, £35,000 was raised specifically for this purpose in the Annual Appeal; the balance came from our Where Needed Most fund and from school fees income. Bursary students make the most of their opportunities at Brockwood, while helping the staff, their fellow students and the School in general.

### Inwoods Small School

As with the Main School, Inwoods has been able to establish a Bursary Fund of £6,000 as a result of the Annual Appeal to assist deserving families who are unable to finance all of their children's primary education. Inwoods has been growing and evolving for 17 years, all the while taking care not to be extravagant in the use of resources or wasteful with materials, both for ecological reasons and also to ensure minimal running costs to the School. Parents have been enthusiastic participants in helping Inwoods with many volunteer work parties to build activity features. They also donate books, educational materials and furniture. This Bursary Fund will ensure that those struggling with the fees can seek assistance.



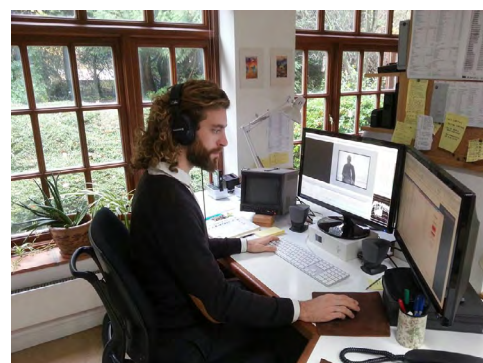
Students of Inwoods Small School learn about nature

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## Krishnamurti Foundation Trust

The Foundation has undertaken an ongoing project to provide English subtitles for all of the 600 plus Krishnamurti videos. Because of the age and technical quality of some recordings, it can be difficult to understand or to hear clearly what is being said, particularly in the public discussions or in the small group dialogues. Having subtitles furthers clearer understanding and greatly facilitates the translation of the recordings into other languages, enabling many more people around the world to have access to Krishnamurti's talks. The Foundation has already completed English subtitling on almost 300 talks, and the Annual Appeal has provided an important part (£14,000) of the necessary funds to complete subtitling the rest of the videos.



Samuele working in the Krishnamurti Foundation

Photograph by Bill Taylor

## The Land Course at Brockwood Park

By Lorenzo Castellari & Gary Primrose, Staff

*"Have you any relationship with nature, with the birds, with the water of that river? What is your relationship with all that—with the trees, with all the living things that we call nature? Aren't we part of all that? So, aren't we the environment?" J. Krishnamurti*



The rose garden at Brockwood Park

Photograph by Fredrich Grohe

Land use and environmental issues are hotly debated these days. Traditionally, land has been valued largely in economic terms. Protecting bio-diversity and conserving beautiful landscapes were seen as minority interests. If we are to live sustainably on this planet—and the clock is ticking on this—we must learn to care for land that benefits both humans and nature. That is the guiding principle of this course.

Caring for land means caring for a particular place, in this case the 40 acres called Brockwood Park. Although the knowledge of a particular place may be irrelevant to where a student may go after Brockwood, the skills learned over the year would not be; the principles of

learning about and caring for land are transferable the world over.

Land, for the purposes of the course, includes the soil, water and climate of a place as well as its biotic and human constituents. As Aldo Leopold wrote in 1948:

*"We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect."*

### Course outline

1. A Sense of Place: getting to know the local flora and fauna; researching Brockwood's natural and human history; understanding the environmental philosophies that guide our relationship with nature.
2. Caring for Land: learning the skills of gardening, small scale farming and forestry in a sustainable way; using wild habitats as a model in landscape design or for growing food or forests.
3. A Personal Project on a topic of his or her choice will be prepared in the third term by each student.

### Further notes

Students will be expected to maintain a portfolio of their year's work. They will also give and/or organize seminars or workshops, invite speakers and arrange visits.

The course will take approximately ten hours a week.

A certificate describing the course, together with the tutors' assessments, will be part of a student's portfolio to show to future employers.

It will be tutored by Lorenzo Castellari and Gary Primrose.

# A PARTICULAR PLACE

## Life On The Wing

By Mark Apted, *Staff*

Two years ago I watched a documentary about Highgrove, Prince Charles' private estate in Gloucestershire. The Prince has famously been a lifelong advocate of the organic movement. The head gardener of his beautiful gardens was being interviewed and he could hardly be heard above the noise of a chattering bird population. Eventually the interviewer paused and asked why there were so many birds in the garden. The answer seemed obvious, they thrived in an organic environment.

Watching this inspired me to see what we at Brockwood could do to assist our own bird popula-

tion. I asked my manager Yannick if we could start on a programme of constructing bird boxes and he agreed. Fortunately we have Andy working with us. He is passionate about birds and spends many a weekend and holiday going bird-watching with his partner Kate.

Last year I asked him to make bird boxes and put them around our grounds. He constructed twenty in the spring, and in the autumn we were delighted to discover most had been occupied. This year he put up another twenty and they were all used. He feels that there is scope for more, so we will continue with another twenty next year.

Recently he ran a winter workshop for students to inspect the nest boxes. They found a whole variety of birds had been nesting in them; all had left, and no birds were disturbed. They included blue tits, great tits, coal tits, nut hatches, house sparrows (an endangered species), wrens, a pied wagtail and one robin nest. The bat boxes had bats hanging in them. There were also some strangers in the nests. Two owl boxes had jackdaws in them. Several boxes were occupied by insects including wasps, honeybees, bumble bees and one box had hornets hibernating in it. As a result we will now put up boxes specifically for insects.

Ten years ago Hampshire Wildlife introduced

eight red kites into the area and now three kites are regular visitors. They are large birds of prey and are a magnificent sight to see wheeling around, flying low over the vegetable garden in search of food. Our grounds are busy with field mice, rats (unfortunately) and pigeons and rabbits, all of which are a source of food for the birds of prey. We hoped that a pair would start nesting in the area and in fact we had a phone call from Hampshire Wildlife asking if this was so, but so far they are not nesting with us.

Nature isn't always appreciated. One day students looking out of the window were dismayed to

see a buzzard swoop down and grab a mole that had just emerged from its tunnel on the South Lawn. Our benign environment has meant that our pigeon population has increased dramatically. It seems that almost every large shrub we have now has a pigeon nest in it. Not unnaturally, the pigeons are as keen to feed on our bird food as any other bird.

We have one tree in the vegetable garden that is the main feeding station for

the birds and it carries a variety of feeders for nuts, mixed seeds, sunflower seeds and Niger seeds. Sometimes the food runs out and all goes quiet for a couple of days, but when they are refilled the birds are back almost immediately, covering the feeders and swinging back and forth to get more. They used to all fly off when anyone passed but now they seem to be used to us and wait patiently on a nearby branch for a few moments before hopping back for their snacks. On these feeders can regularly be seen a host of birds including goldfinches, greenfinches, and even a colourful woodpecker occasionally.

Sometimes when I have a moment I sit on a nearby bench and watch them come and go. It's such a pleasure and a joy to see so much life in our gardens, and with care and attention I hope we will be able to increase the number and variety of our delightful visitors.



Student Gea checking the bird boxes



## Mary Cadogan

(1928-2014)

The recent death of Dr Mary Cadogan, the first Secretary of the Krishnamurti Foundation Trust, has come as a great loss. Mary began working with Krishnamurti Writings Inc. in London in 1958, assisting with publications work and organizing public meetings and discussions with Krishnamurti. She became the European representative for the work, and was a key figure in establishing the KFT and Brockwood Park School in the 1960s. It was at Krishnamurti's request that she became the first Secretary of the KFT; she remained a Trustee of the Trust and a Governor of Brockwood Park School until her death. Mary nurtured excellent relationships with the other Krishnamurti Foundations and Committees throughout the world. She edited Krishnamurti's works, and arranged publication and translation of the books. She helped establish Brockwood Park School and the Krishnamurti Centre, and for over 50 years worked with a succession of Trustees. We shall miss her wise guidance, inspiring energy, affection and humour.

On the 9th November, a small event was held at Brockwood to mark the life and work of Mary. Family, friends, trustees and staff gathered under grey skies to plant an oak tree. Later they met in the West Wing Drawing-Room where several people, including Mary's husband Alex, spoke of her remarkable contribution to the work and her many fine qualities.

### For Mary

By Derek Hook

There is a meadow on a gentle slope  
near the bluebell wood  
overlooking Little Langdale.

On an easy walk in spring many years ago,  
Mary said, 'This is where I would like my ashes scattered'.  
I looked at her, smiling, knowing that one day I would take  
them there.

But that day  
that day was sunlit and full of promise and good friends  
true friends.

No, more than that, much more than that,  
there is something in this shared silence  
that flows so well with the woods, the stream and easy laughter,  
a common uncommon ground  
that hums and loves to hum entwined within this timeless day.



### The Hills and Vales (By Richard Jefferies 1848-87)

Read by Gary Primrose at the tree-planting in memory of Dr Mary Cadogan.



Tree planting for Mary at the Krishnamurti Centre

To this oak I came daily for a long time; sometimes only for a minute, for just to view the spot was enough. Sometimes in spring there was a sheen of bluebells covering acres; the doves cooed; the blackbirds whistled sweetly; there was a taste of green things in the air. By aid of the tree I felt the sky more. By aid of everything beautiful, I felt myself. The subtle influence of Nature penetrates every limb and every vein; fills the soul with a perfect contentment, an absence of all wish except to lie there, half in sunshine, half in shade, for ever in a Nirvana of indifference to all but exquisite delight of simple living. The wind in the tree-tops overhead sighs in soft music, and ever and anon a leaf falls with a slight rustle to mark time. Time to us now, no more than it was to the oak; we have no consciousness of it. Only we feel the broad earth and as to the ancient giant, so there passes through us a strength renewing itself of vital energy. Only by walking hand in hand with

Nature, only by a reverent and loving study of the mysteries for ever around us, is it possible to disabuse the mind of the narrow view, the contracted belief that time is now and eternity tomorrow. Eternity is today.

# FOOD FOR THE SOUL

## Poetry And Prose

### A Spring That Knows No Summer

*"You never remain with any feeling, pure and simple, but always surround it with the paraphernalia of words. The word distorts it; thought, whirling round it, throws it into shadow, overpowers it with mountainous fears and longings. You never remain with a feeling, and with nothing else: with hate, or with the strange feeling of beauty. ... Try to remain with a feeling, and see what happens. You will find it amazingly difficult. Your mind will not leave the feeling alone; it comes rushing in with its remembrances, its associations, its 'do's and 'don't's, its everlasting chatter. Pick up a piece of shell. Can you look at it, wonder at its delicate beauty, without saying how pretty it is, or what animal made it? Can you look without the movement of the mind? Can you live with the feeling behind the word, without the feeling that the word builds up? If you can, then you will discover an extraordinary thing, a movement beyond the measure of time, a spring that knows no summer."*

J.Krishnamurti from Commentaries on Living Volume 3, copyright Krishnamurti Foundation of America.

### Upon Visiting Clare College, Cambridge

By Adele, Student

Here I am, surrounded by living fossils  
in a form that could seem beautiful  
were it not for the baleful apostle  
glaring down at Do Not Touch The Grass.  
I am not made for this high mass  
in perpetuum, ad infinitum, et cetera.  
The trees here are unkissable,  
ring around the rosied by prestige.  
My wilderness here is unpermissible  
as a nose pressed to stained glass.  
I could not bear this kind of class—  
imagine three years spent fettered up  
by courtyards that make the sky seem frameable!  
This place could stand the test of molten time  
oozing over its search for the unnameable  
but it won't stand for me – alas!  
I'm looking for a place with way more sass  
than any I could leave so lettered up.

### Carnations


By Lu-Jing, Student

Shall I bury alive a beauty to save it from bare skies?  
Shall I entomb a treasure from cravings of men?  
Shall I or shall I not?  
Let carnations bloom and blossom into full romance.  
Leave her incarnate alone.  
There might be few discerning the beauty.  
There might be souls who volunteer their lives.  
There might be or there might not.  
The silky skin changes colour heedless of any passers-by  
In the soft radiance of her rosy flesh.

### Snake

By Surya, Student

A snake slithers on soft grass.  
A sense of Panic.  
In a flash it disappears.





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## Happy Chocolate Days!

By Sarai Alons, *Staff*

After a beautiful sunny autumn, it is getting cold again outside these days, and here at Brockwood, one thing that will certainly warm most everyone's heart is chocolate. So below are two of our favourite chocolate recipes.

Happy chocolate days everyone!

### VEGAN HOT CHOCOLATE WITH SPICE

Hot chocolate is great for any time of the day. After a long hike in the crisp winter air, when it is raining outside, for tea and for breakfast (especially during the winter months) or as an after dinner treat. We have quite a few vegans and dairy-free people at Brockwood and we therefore prefer to make the hot chocolate with oat milk. In fact, I have come to like it more that way. Oat milk naturally has a somewhat thicker consistency than regular milk, which is an added benefit for hot chocolate. It also has a slight sweetness to it, which makes it really good, also without sugar!

#### SERVES 4

1 carton of oat milk  
5 tbsp of good quality dark cocoa powder  
1/2 tsp of ground cinnamon  
pinch of chilli powder, sugar, agave syrup or honey to desired sweetness.

Pour the oat milk into a pan. Heat on a medium fire and add the cocoa powder, cinnamon and chilli while vigorously whisking. (Try to do the whisking without spilling, though!). When hot, add sugar or honey until the hot chocolate has reached your ideal sweetness. You can of course also use this recipe with regular milk if you prefer.

### CHOCOLATE BROWNIES



Photograph by Petter Goldstine

#### SERVES 8

100 gm butter  
100 gm dark chocolate  
200 gm sugar  
2 eggs  
50 gm self-raising flour  
2 tsp vanilla extract  
100 gm dark chocolate chips

Preheat the oven to 180°.

Oil your baking tin and line it with parchment paper. Melt the butter and chocolate over a low heat.

Remove from heat, leave to cool a little, and stir in sugar, eggs, flour and vanilla extract.

Mix until smooth, then stir in the chocolate chips.

Pour into the baking tin and bake for 20 to 30 minutes.

The brownies should still be a little soft in the middle when they come out.

Leave to cool for a few minutes before cutting.

This recipe is originally from Rose Elliot's *New Complete Vegetarian*, a cookbook that I can recommend for every vegetarian home kitchen. It certainly is a favourite in the Brockwood kitchen. The brownies are fast to whip up and absolutely delicious. They are great served warm as a dessert, but they are also great served cold for tea or an open morning, and they freeze well so you can bake them in advance too.

# BROCKWOOD IN BRIEF

## Leaf Mandalas

By Jisu and Gea, *Students*

We are both Art students this year and we worked on these Mandalas ('circle' in Sanskrit) together. In this piece of work we expressed the autumnal transformation through the change of colour in leaves. The idea was born when we saw a flower on the lawn bursting out of the grass. We decided to lay leaves around it, starting with fresh green ones and gradually adding decomposed yellow and brown leaves, showing the passage from summer to autumn. This has been a meditative experience as we naturally spoke very little while working.



## Prize Winning Trio To Return



We are delighted to welcome back the Linos Piano Trio who will perform at Brockwood on 7th March, in a concert that includes pieces by C.P.E Bach, R. Schumann and J. Bach. The Royal Philharmonic Society recently named the Trio winners of the 2014 Albert and Eugenie Frost Prize for young string players. Trio pianist, Prach Boondiskulchok, is a former Brockwood student and piano teacher. In the second half, the trio will be joined by current Brockwood music teacher, Ulrich Eichenauer, who was at one time principal violist of the Dresden Philharmonic Orchestra. A light supper (soup and salad) will be served at 6:30. The concert will start at 8pm and will include

- C.P.E. Bach, Piano Trio in B-flat major Wq. 89 no. 1
- Robert Schumann, Trio in G Minor Op. 110
- Johannes Brahms, Piano Quartet in C Minor

Seating is limited, so bookings are required. A minimum £20 donation is suggested. Email: [admin@brockwood.org.uk](mailto:admin@brockwood.org.uk)

## Twice As Big

On a wet, grey day in November our school doubled in size as we welcomed over 100 guests to come and learn more about us. This special Open Day was partly to celebrate the 45th Anniversary of the School, but also to ensure that prospective students and parents could take a closer look at the School in action. They were taken on tours, visited classes, met with students, staff and Co-Principals, learned more about Krishnamurti and his teachings, and attended an outstanding school concert. Of course they also had a delicious Brockwood lunch and home-made cakes and biscuits for tea. By all accounts our guests left feeling a warm glow of appreciation, as did we.



## Daily Brockwood News

Interested in the latest events and the big developments at Brockwood? Why not check out our news page. For up-to-date news that covers all of the departments (Brockwood Park School, Inwoods Small School, The Krishnamurti Foundation and the Krishnamurti Centre) with photos, videos and text, simply visit [www.friendsof-brockwoodpark.org.uk](http://www.friendsof-brockwoodpark.org.uk) and click on the NEWS menu.