



THE BROCKWOOD CLIMATE CHANGE CONFERENCE

By Pierre Smith Khanna, Teacher Apprentice

As this issue of The Observer goes to print, the governments of more than 190 nations are gathering in Paris to discuss a possible new global agreement on climate change, aimed at reducing global greenhouse gas emissions. This conference is critical because any agreements reached will be binding for at least 10 years and may be the last chance we get to keep global warming within the threshold of 2C, beyond which it becomes catastrophic and irreversible.

In preparation for the Climate Change conference in Paris and as part of our Human Ecology programme, students and mature students took the initiative to run Brockwood's own version of the conference. Students and staff were paired-up to represent one of 28 countries, ranging from Burkina Faso to South Korea. Information packs disclosing things such as countries' historic CO₂ emissions, emissions per capita, and their 'Intended Nationally Determined Contributions', were diligently produced and distributed to kick-start the research of each group.

Having had a week to study the global situation and draft resolutions to bring to the floor, the countries met in two different committees dealing with finance and mitigation, seeking to raise '\$100 billion' for the Green Climate Fund and reduce CO₂ emissions by 15 gigatonnes respectively. The objective was to pass a resolution in each

committee, which would then be ratified by all countries the following day.

This was more than a mere training exercise, however, and real actions and consequences for our lives at Brockwood were tied to the pledges made by each country. A pledge of \$100 million by Norway for instance, meant that the Brockwood representatives would themselves have to give up dairy products for a fortnight, abstain from weekend trips for a month and take a couple of cold showers. Prosperous nations would be able to raise more money with the same actions.

To add to the equation, school-wide repercussions were introduced in the event that a unanimous decision was not reached. Thus the Eco-Kitchen would be shut and the school would turn vegan for the next term should negotiations fail.

continued on page 3

CONTENTS

04 THE BROCKWOOD LAND COURSE

The Brockwood Land Course was initiated last year by our trustees, in order to encourage young people to reconnect with nature. One year on Lorenzo fills us in on its progress.

06 WEAVING THE GREEN DREAM

A former Brockwood student and his young son embark on a remarkable journey overland from England to Bali, with the aim of joining the unique Green School situated there.

08 BROCKWOOD'S EMERGENT CURRICULUM

The Brockwood curriculum is a dynamic 'beast' which sees changes every academic year, but never have they been quite so exciting and dramatic as those that have just been implemented.

10 EDUCATING THE WHOLE HUMAN

Education at Brockwood means much more than acquiring academic knowledge. Felix Bach takes us through part of an education of the whole human being. An education which embraces the connection between humans and nature.

12 MUSIC CONCERTS

Brockwood has started an annual concert series for guests, comprised of 3 events a year featuring top professional artists. Furthermore a major London concert is planned for September 2016.

14 BROCKWOOD'S RECIPES

One of the nicest curries we have ever tasted is featured in this issue; and for dessert a choice of either apple cake or polenta cake. Yum!

16 WHATEVER HAPPENED TO?

Former Student, Ben York, enjoyed climbing trees, working in the garden and doing morning jobs at Brockwood and after graduating with a Masters in Education, his passion for active learning was taken even further in his new role as teacher at the Salmon Creek School.

FRONT AND INSIDE PAGE PHOTOGRAPHS:

Jennifer Kowalewski



Brockwood students' November beach visit



The Krishnamurti Centre has announced its schedule of themed weekends and study retreats for 2016.

February, Friday 19th to Sunday 21st

Can the mind ever be free of conditioning?

March, Friday 18th to Wednesday 23rd

What is radical psychological change?

April, Friday 15th to Sunday 17th

The meaning of death

May, Friday 13th to Sunday 15th,

Friends of Brockwood Park

May, Friday 20th to Sunday 22nd

The observer is the observed

June, Saturday 11th,

Introduction to Krishnamurti

June, Friday 17th to Sunday 19th

The ending of time - I

July, Friday 8th to Sunday 10th

What brings disorder in relationships?

August, Friday 19th to Wednesday 24th

The ending of time - II

September, Friday 23rd to Wednesday 28th

The never-ending search for security

October, Saturday 1st,

Introduction to Krishnamurti

October, Friday 14th to Sunday 16th

Space & speech: is the word the thing?

October, Friday 21st to Sunday 23rd,

Friends of Brockwood Park

November, **French Theme Weekend**

November, Friday 11th to Wednesday 16th

Freedom from the self

Last Saturday of every month – Krishnamurti video or audio presentations (except in September and December)

CONTACT US

THE BROCKWOOD OBSERVER

Brockwood Park School
Bramdean, Hants. SO24 0LQ, UK
Telephone: +44 (0) 1962 771 744
Fax: +44 (0) 1962 771 875

Email: observer@brockwood.org.uk
Website: www.brockwood.org.uk
YouTube: youtube.com/brockwoodparkschool

Website: www.jkrishnamurti.org
Observer Team, Bill Taylor, Jing-Yi Magraw,
Michael Ledwith, Ray McCoy
© 2015 Krishnamurti Foundation Trust Limited

continued from page 1

CLIMATE CHANGE CONFERENCE



The inevitable question some asked themselves was "Why should I be excluded from the Eco-Kitchen and dairy products? I haven't done anything wrong to deserve this, it's simply not fair." Ministers in Paris may well be asking themselves similar questions when faced with the decision of how much their nation is actually willing to *do*. No one is keen on assuming responsibility if it means giving up certain things we enjoy.

We were also asked to consider a different question about what it is we value most in life. If climate change is good for anything it's in bringing conflicting values to light within ourselves. I may value the environment, but I also value my freedom and personal sense of happiness - I should be able to get on a plane for a holiday in the Alps if I want to. So what to do?

If we all ratified the resolution, we'd be signing up to make personal 'sacrifices', letting go of certain forms of comfort, for the wider benefit of the community and the environment. Although most of us agree on working together for the benefit of the community in principle, when it comes down to committing to real action it's a different story.



Peru considers a resolution



Our U.N. takes a vote

And so it was that, in true homage to the UN, we debated for hours on end about process and procedure, never truly touching the issue at hand, only to rush through a watered-down resolution in the last hour, committing everyone to a special work-party.

Where do we locate the problem and at what levels? Is it in the format of the conference (representation, caucuses, debate and voting)? Is it in our communication (our difficulties in talking and listening to each other)? Is it in nationalism (our identification with interest groups)? Is it in our self-interest (a conflict between our personal desires and apparently abstract collective responsibilities)? The Brockwood conference was a sobering reminder to all of us of the challenges facing

governments in Paris in the coming days and it seems dishonest and unrealistic to expect any more from the world if we ourselves are not prepared to truly change or challenge our lifestyles. So what to do?

GOING PLACES

LAND COURSE

By Lorenzo Castellari, *Staff*

The Brockwood Land Course was initiated last year by our trustees, in order to encourage young people to reconnect with nature, become aware of the impact we are having on the natural environment locally and globally, acquire competence to work practically and intelligently with the land and envisage a more sustainable lifestyle.

Intended primarily for Brockwood Mature Students, the course has been opened to anyone in the school. This first year was attended by three mature students, four students and one staff member. The practical work consisted in helping with ongoing work in the school vegetable garden and grounds, and in some specific projects: a dry composting toilet; new energy and ideas went into improving our composting operations; the Rose Garden was converted into a low-maintenance eco-friendly wildflower garden; the Inwoods School pond received needed attention; a few experimental vegetable plots were set up; and some people honed bushcraft skills. The group met to read about ecology, farming, environmental and other issues. They watched documentaries, discussed issues and coordinated action on the grounds.

In the last part of the school year, three trips were organized. First, there was a visit to Laverstoke Farm, a local large-scale organic farm and educational charity, equipped with one of the two laboratories in Europe carrying out soil biology analysis for agricultural purposes, and with an ethical abattoir. The guided tour included information about the difficulties of getting public support by those who try to produce food in a healthy, ethical and sustainable manner.

The second trip, five-days-long, was to Yewfield in the Lake District, to learn in the field about plant identification, ecological meadow management and forest conservation.



Brockwood goes forth

The group engaged in scything bracken in the wild meadow, and building a wooden bridge to ease log-extraction by horses from the adjacent forest.

Finally, in the Summer holiday, the group embarked on a three-week trip to France to meet and learn with people engaged in work with the land. The first visits were to the farms of two former Brockwood students, one striving to set up an ecological farm along permaculture and agroforestry lines, the other to build a community around sustainable organic food production, both operating within local Community Supported Agriculture schemes. Life was shared on the ground, planting, weeding, mulching, pruning, harvesting, and learning about the joys and pains of trying to shift to saner food production practice in modern society.

The last two weeks were based in the Pyrenees. The group helped local mountain farmers, who work traditionally and small-scale, with hay-making, and learned about sheep-herding, cheese-making and common land use. They attended a folk dance and music party and an unusual lecture on the foundations of economics and the role of banks. There was an inspiring visit to the Emmaus community of Lescar-Pau whose original mission was to provide wanderers with an opportunity to re-integrate into the local society through the work of recycling waste products. They are now building themselves into a model for a democratic, healthy and sustainable society, which includes bringing new land under sound farming practice to make the community self-sufficient in terms of food.

Another interesting visit was to the botanic garden at Chateau de Gaujacq, run by a school parent, where the group learnt about recent intriguing discoveries about plant



Bread-making skills, one kneads to know

continued on next page

continued from previous page

life, about the scope and ways of plant diversity conservation, and about cutting-edge projects for desert reclamation. That evening ended with a live plant-music concert, where electrical signals from plant organs were converted into audible sounds, and the question of plant sensorial capacities and intelligence became alive.

Two day hikes and a few shorter walks allowed for an intense immersion into beautiful mountain landscapes. The local hosts provided guidance and stories about the characteristics and history of the lands and people.

Highlights of the trips were the immersions in local waters: the daily swims in the cold Tarn Hows in the Lake District; the warm waters of the river Dordogne with its sandy shores; the freezing streams and little lakes in the high Pyrenees; and the delightful small pool at Chateau de Gaujacq.

Most nourishing, motivating and important though, have been the affectionate relationships established along the way, calling for further contact and cooperation.



Cything bracken in the wild meadow

OF DRAGONS AND DYNASTIES

By Adrian Sydenham, *Staff*

This October/November, while talking about Krishnamurti's work and Brockwood in China, I was fortunate to meet a number of people doing remarkable educational work: there were the teachers who had invested their own money in starting a new school and truly beautifying what had been a disused building on the outskirts of Shenzhen; there was a husband and wife team who had turned their urban home into a study and retreat centre; there was a small company specialising in taking urban teenagers to wilderness areas; and then there was a woman who for the last twenty or so years had been helping the poorest of the countryside poor, those who have barely more than the clothes they stand up in.

China is so vast, the population so huge, that not everyone can yet benefit from the astonishing economic miracle which has taken place in just one or two generations. The breadth and depth of Chinese history and culture continue to astonish; nearly 2,500 years after his death, Confucius is alive and well, and weaving some invigorat-



Shanghai by morning

ed educational magic. Given the burgeoning interest in Krishnamurti's work in translation, perhaps people will be saying something similar about Brockwood's founder in 2,500 years or so.

VIOLENCE IS NOT MERELY KILLING ANOTHER

"When you call yourself an Indian or a Muslim or a Christian or a European, or anything else, you are being violent. Do you see why it is violent? Because you are separating yourself from the rest of mankind. When you separate yourself by belief, by nationality, by tradition, it breeds violence. So a man who is seeking to understand violence does not belong to any country, to any religion, to any political party or partial system; he is concerned with the total understanding of mankind."

J.Krishnamurti, *Freedom from the Known*

GREEN ADVENTURES

WEAVING THE GREEN DREAM

By Loic Lopez, Parent

An Unconventional Learning Journey of a Father and His Son

Yoel, my younger son, has lived at Brockwood his entire life and has not travelled much. One of the reasons for this is that I stopped using aircraft a few months before his birth. I am really concerned about climate change, and believe that, as well as addressing the issue at multiple levels, one should lead by example and reduce one's carbon footprint to a minimum. Yoel attended Wildflowers Kindergarten and Inwoods Small School, and at the age of twelve decided to learn at home instead of joining a local school. During our second year of home-schooling he came up with a wild idea.

We had heard about a remarkable school in Bali called Green School, and attempted to win a full scholarship by taking part in a video competition. Yoel did not come first, but was offered a partial-bursary that we chose not to accept because of limited funds and because the idea of flying there weighed a bit on our conscience. A few months later, as we were looking for a project, I asked Yoel what he would most want to do if there were no limits. He answered: 'I would go to Green School in Bali (pause) but without flying'. Given the political state of the world, I did not even know if it was feasible, but told him that we could find out and turn this wish into an interesting multidisciplinary project.

A week later, we had a world map on the wall with pins and cotton threads tracing an itinerary that could safely take us from Brockwood to Bali by train and boat. An artist and metal worker friend of ours, on seeing our project,



Loic and Yoel prepare for their adventure

From that day on, our project changed gear and, although we were not sure we could pull it through, we were excited and became engaged with the whole venture.

We made a video, sold 1,200 raffle tickets, and even had a presence at the Chelsea Flower Show. On 21st June 2014, thanks to the generosity of many people, we set off on a fifty-two day trip across Europe and Asia, reaching Bali the night before school started. Green School immediately became our second home, and we experienced one of the most enriching years of our lives. In Bali, we opted to travel only by bicycle and to live very simply. If it had not been a fact that our family and friends were back in Europe, we would have happily stayed there much longer.

With prolonged stops in Laos, China and Mongolia, it took us 48 days to travel back to Brockwood. In Bali and along the way we met many fascinating people, encountered interesting creatures, and stayed in beautiful places. We also witnessed much destruction brought on by monoculture, industrialisation and accelerating urbanism. After this learning journey, both Yoel and I are more dedicated than ever to learning from nature and rethinking the way we live, make things, and regenerate the land.

Words fail me to describe all that we saw, heard, felt and experienced, but I can safely say that our Green Dream will remain in our hearts. We are so grateful and indebted to all who have made it possible. Yoel is now a Brockwood student and is loving it. Luckily, the first prize of our raffle, the copper swing-chair, has been donated to Brockwood by the person who won it. The Leaf Swing will remind us of our journey and the joys of treading lightly.



urged us to turn it into reality. He offered to donate one of his gorgeous copper sculptures and suggested we run a raffle to 'crowd-fund' our learning journey and Bali adventure.

WHOLE EARTH? By Jing-Yi, Student



The Eden Project is a visitor attraction in Cornwall, England. Inside artificial biodomes are thousands of plant species collected from all around the world. The Eden Project presents environmental education focusing on the inter-dependence of plants and people, with each dome emulating a natural biome.

'You have the potential. It is up to you' is hammered into us from the moment we step into the Eden Project's small conference room. Tables are round so that when we gather to sit there is nobody at our table that we do not have a good view of. It invites discussion, forces people to look at each other rather than turn to look solely at the speakers on the stage.

We're here because this is the European launch for Students Organising for Sustainability (SOS), an international alliance of student organisations and initiatives with an emphasis on social responsibility and environmental sustainability. The launch which we are attending is built around photographer Mark Edwards' book *Whole Earth?* which, as its title suggests, shows us that perhaps we are somewhat lacking as a species in being one with our planet.

I've been to the Eden Project several times before, yet this time it's remarkably different. It may have something to do with the fact that instead of seeing a great variety of tourists wandering around, I'm meeting a variety of people who are here because of their shared interest in sustainability, in the environment, and in the future of the world we're living in. Brockwood Park is the only school present at the launch, but there are many university students, campaigners and college faculty members from a variety of places both local and from abroad.

Two workshops are offered, one on student activism, and the other on the reformation of the curriculum. Although the workshops impressed me and helped to cultivate an atmosphere revealing our potential and our ability to make a difference in the world, what made the biggest impression upon me was when we were all let loose into the Eden Project after dinner.

The Eden Project normally closes before nightfall, so daytime visitors aren't able to glimpse the biomes as night envelops the place. The lights along the dome paths are dim, and they reflect

off the ceilings of the domes, mimicking starlight. At night, unable to see outside the transparent dome walls, it really does feel as though you are in another world. It's a shock in some ways to walk from the Mediterranean biome to the Rainforest biome, and then back outside into the distinctly British outdoors. The three worlds seem so completely unattached to one another. Yet the speed with which you enter and depart each one makes you think. Sometimes it really does feel as though we live in completely detached worlds from one another, yet Eden's biomes, co-existing so peacefully beside each other, are merely a miniature example of our own planet. All our worlds are so inter-connected, so easily accessible, especially in the age that we live in. Yet we cordon off the planet into 'ours' and 'theirs'.



One of the speakers at the conference raised the point that we are all microbes living upon one giant organism; and as such we are entitled to care for our planet; in fact, more than entitled, it is our responsibility, especially in the wake of the destruction we are leaving behind as our legacy. If we were to look at the planet as a whole rather than separate it into borders and countries that make it 'their problem', then perhaps it would be easier to understand that we all belong to the same world. We are born to live on this whole earth, so why do we limit ourselves to seeing only a small part of it?

BROCKWOOD OBSERVED

BROCKWOOD'S EMERGENT CURRICULUM

By Alex Massie and Gopal Krishnamurthy, *Staff*



Photograph by Virgil Severin

Since the beginnings of Brockwood Park School, teachers and staff have asked fundamental questions about teaching and learning and about how conventional curriculum structures support or hamper teaching and learning. Many teachers observe that students easily become passive and entirely dependent on them, and that only classroom time seems to count as work. These observations, combined with the intentions of the school to awaken a learning based on awareness, sensitivity and something beyond the memorisation of 'facts', led staff members to explore different approaches to teaching and curriculum structure. Over the course of the 2014/15 academic year, teachers developed proposals for potential new structures, bringing them to students once there was enough detail to discuss. A group of six students then volunteered to develop the structure with the teachers, and a working proposal was made to the whole school based on this collaborative work.

The major themes of our curriculum are

- 'Foundation' courses for younger students
- Enhanced support for students running their own projects
- Courses based around interdisciplinary topics
- A daily structure based on longer blocks of time to enable deeper engagement (rather than short classes)
- A variety of exam classes for students who choose this route

- An emphasis on Human Ecology so all students have time in nature, and learn about local and global environmental issues
- More time with teachers. (Teacher-student time has doubled this year.)

The intention is to include space for students to explore without the hindrance of subject boundaries and time limits that are prevalent in conventional structures, while still supporting depth and breadth in learning.

Enabling students to explore wherever they wish can be both exhilarating and frightening for students and teachers. For some it gives a chance to explore what they have been seeking for a long time; for others there is a great challenge as they are called on to identify things they would like to explore and to pursue them with vigour and excellence—without the false motivation of reward and punishment. Such challenges are part of the learning opportunity because they give a chance to explore with students what they really wish to engage with—something they have often not considered before because they have so often been told what they will be taught.

Raising such challenges is an intended part of these changes, and it requires careful support from teachers; it is much harder than just delivering a planned lesson where there are learning objectives and a defined quantity of knowledge that needs to be transmitted. It also requires

continued on next page

continued from previous page

working with the student who is directly before you, rather than having a generalised concept of a student. Thus the emerging curriculum demands attention and sensitivity from the teachers.

Changes have not just been structural. The Human Ecology programme is an attempt to explore our place in the broader, natural world. As this is one of the intentions of the school, and a notable aspect of Krishnamurti's teachings, we decided that giving much greater focus on this was a priority for the school. We hope that this will become a cornerstone of the Brockwood presentation, and that it provides a forum where we can really explore these deeper and broader aspects of life.

In the first term of classes so far this year, we have been paying attention to what works and what doesn't. Challenges have included ensuring students doing their

own projects have sufficient access to resources and teachers at the right times. The present structure has proved flexible enough that we can address any issues and problems as they arise.

The first student presentations of their project work in October were significant, reflecting the importance to the students of pressing issues in the world today. Some staff members were also impressed by what the students had created in such a short period of time. The discussions were lively; there was a sense that we were sharing our learning and not just isolated in our separate areas.

We continue to discover a curriculum that can equip the students to meet and challenge the world we live in confidently and we look forward to the challenges and opportunities in the months to come.

EDUCATION'S MANY BRANCHES

By Xesca, Student

My project this year is about education, specifically alternative education. I've always been very interested in teaching and young children, so this year I decided that I wanted to explore this topic in more depth. My idea was to look into the different facets of education.

This term I have been looking at the beginnings of schooling and education in four main places: India, China, ancient Greece and ancient Rome. I am looking at the general evolution of education in these places, and the influence and effects that the industrial revolution, British colonisation and cultural revolution, among others, have had on schooling.

After researching this, I would like to go into various alternative methods of education, mainly Montessori, Steiner and Krishnamurti-based, and any other alternative methods that I come across and am interested in.

In the more practical side of my project, I am working with the children in Brockwood's smaller school, Inwoods, for a few hours every week. I would also like to visit several other alternative-based schools around the UK and elsewhere so as to be able to observe and gain my own experience working in an alternative education environment.

The final part of my project will take place in the third term, and will revolve around my being able to construct a summer-school programme. This way I will be able to put into practice what I have learned while working on my project during the school year.

The idea for the programme is for me to be able to use the experience I have gained to be able to work independently. Working on a project on the topic that I have been interested in for the majority of my life, and dedicating so much of my academic time in Brockwood to it, is simultaneously enriching and frustrating. There are moments when you feel as though you are stuck, with the information you are receiving not being as interesting as you once envisioned it. You are enabled to see both sides of working and researching into education. I'm glad that I have been able to dedicate my time to this as I feel as though I am now much better able to continue moving forward to whatever awaits.



Brockwood students are branching out

Photograph by Jennifer Kowalewski

BOUNDLESS LEARNING

EDUCATING THE WHOLE HUMAN BEING

By Felix Bach, *Mature Student*

“We are growing tomatoes at Brockwood?” This question from a student in her fourth year about one of the most traditional vegetables in our garden made me laugh heartily. It was a sunny mid-September morning and a group of 15 students were having a taste of different freshly picked fruits and vegetables including lettuce, spinach, kale, raspberries, apples, pears, coriander, basil, parsley, chard, beetroot, pumpkin, carrots, blackberries, cucumbers, chili peppers, courgettes, French beans and, yes, tomatoes. It was a great feast laid out on a table in the sun in front of the greenhouse. While some discussed loudly which of the foods was the best one, others voted quietly with their hands and mouths. I could not cut up vegetables fast enough to match the demand.

Every new taste would provoke reactions of astonishment. It was a living example of how full of wonder the garden and its treasures are for many students. This alienation does not stop with the students, though, it affects mature students and staff members as well. Having a big vegetable garden just ten metres away from your home does not necessarily mean that you are in contact with what is happening there. Well, this year things are a bit different.

I was happy to see them all in the garden on that morning, specially because I knew that they and their peers would be coming on a regular basis from now on. As part of the new Human Ecology programme, all the students and teachers spend two mornings a week outside. They either go into the woods where they have activities such as tracking, shelter-building and making herbal remedies, or participating in practical care on the grounds or growing food in the garden. Being outside, they enter a different learning space altogether: the school of nature; wind, sunshine, rain, the seasons, the vastness of the sky and all the non-human living beings that are part of the community of Brockwood Park School. Whether preparing a bed in the vegetable garden for planting, clearing nettles on the parkland or tracking in the woods, students get in touch with something that goes beyond academics.

Of course, there is something in it for the garden too. That morning we managed in half an hour to do a job

that otherwise would have taken the garden team a whole day to accomplish. However, the joy of working together side-by-side clearing a bed of French beans, that had grown into a jungle, in order to prepare the ground for planting winter salads, all the while singing work songs together was more than just a time-saver. And the students benefit too, I think! Learning the skills of sowing seeds, planting vegetables and producing food are part of an education of the whole human being. If you think that the experience is merely practical, you forget that organic gardening is related

to the study of biology, ecology and soil, as well as observation, planning and management. In a down-to-earth way.

So when the students are getting their hands into the soil they not only have the chance to experience how it feels to nurture something, they literally get in touch with greater contexts. As trustee Gary Primrose put it: “[Human Ecology] embraces the necessary connection between hu-

mans and nature ... uniting head, heart and hands under one theme”.

The question remains how these skills affect the future lives of students. Surely, we do not know. However, in working with the land and going out, no matter the weather, and using our bodies and our senses and caring for other beings, we not only experience nature as something out there, but we encounter our own nature. We contact what it means to be human. And we find out about the community we live in: the community of life, of living, of being alive. We get in touch with something beyond ourselves, something more complex, more intricate, sometimes more beautiful. Something that can change our perspective on the world forever.

I do not know if this will happen to the students. To me it has happened here—in the garden.



Photograph by Pierre Smith Khanna

In June, Jeanne and Laurent Aymé-Martin offered to buy all the seeds for the Vegetable Garden as a donation for the school. With their donation they are supporting Brockwood, as well as the French seed-saving association Kokopelli. In August we received the first package of seeds from Kokopelli and by now the first plants are growing in the greenhouse.

CHILDREN IN CONFLICT

By Gisela Colell, Staff

We are cheerful and we smile when a child approaches us excited, tickling on his or her hand a ladybug found on a log. We marvel at life and the discoveries made by children who have their eyes open and are attentive. However, when a child complains about a companion, we are bothered. It disturbs the peace and joy we feel being with happy children who have no problems.

When we think-feel narrowly, enviously, with greed and hate, we are adding to the evil which turns and rends us. J Krishnamurti *The Book of Life*.

For children, there is no division between the emotion caused by a ladybug and the emotion caused by a friend's rejection. Both are emotions, neither good nor bad; they just are. For them, it is an experience that needs to be looked at, listened to, valued with the same love with which we look at a ladybug.

Given the scenario of life's school, where there is no rush or pressure, I've learned to smile inwardly when faced with a conflict between children, and see it as something more to savour in what life gives us, and learn from it. I've learned to stop and observe quietly all the beauty hidden behind a conflict. I've understood that the actions that arise in a conflict are because of children's fear, to protect themselves, to defend their own rights, or when they are feeling anger or pain.

Understanding the nature of conflict demands not the understanding of your particular conflict as an individual but the understanding of the total conflict as a human being—the total conflict, which includes nationalism, class differences, ambition, greed, envy, the desire for position, prestige, the whole sense of power, domination, fear, guilt, anxiety, in which is involved death, meditation—the whole of life. J. Krishnamurti *The Collected Works Vol 16*.

There are no minor or important conflicts; by what judgment can we classify them? For each child, that very moment is important, although it may seem to adults that it is a small matter. When it comes to things that are important to us, we like to stop and devote all the time necessary to them. That's why, when we are dealing with a conflict, there is no hurry. There is no need for a preferred resolution than to take a good look at it. I've seen that children like to take a close look at conflicts. If we solve them quickly, it is a lost opportunity.

Children need to show how they feel when



faced with a conflict. Sometimes they do it with words and other times by crying, turning their backs, looking at their shoes, hugging an adult, running and hiding in a place where they feel protected. They often also need to tell every detail of the conflict and what happened and how each of them has been interacting about the conflict itself. The resolution of a conflict is often through "nothing more" than being heard, being listened to, expressing emotions. I have observed that, when all this happens, in the presence of a non-judgmental adult, there isn't much left to "do".

I marvel every time this happens, such as when two girls run angrily towards me. They need a point of support. They place themselves on either side of me; one of them starts speaking, fast and jabbering; she wants to give her opinion before the other girl speaks. She's still not sure whether she's speaking to me or to the other girl. I'm almost invisible, bending down and taking their hands, but my support is very present. They interrupt and question each other to clarify their versions of the events, which are very subjective. Only occasionally do I ask them a question: Is this what happened? Why did you do this to her? Did you like what she did to you? Could you have said it in another way?

Because emotions are very deep, sometimes a long silence follows. It is usually in that silence that they begin to perceive the other, when they leave their I-ego and feel the other. After everything has been heard, said and expressed the two children are at peace; they begin to smile and they glance to see if the other is also smiling, and in the end, they run back to play.

MUSIC CONCERTS AND HAPPENINGS

J. KRISHNAMURTI, SILENCE AND MUSIC

Maria João Pires Beethoven Concert at Cadogan Hall, London.
Saturday 3rd September 2016, 7:30pm



Maria João Pires

The idea of a concert at a well-known hall in central London came about as a result of an informal discussion at the Krishnamurti Centre about J Krishnamurti's work reaching a wider public, particularly those interested in music.

Krishnamurti's appreciation of music and its relationship to beauty and truth is well-known. He often spoke about music and its importance in education and in life.

Recently, several notable musicians have spoken about the quality of silence that can accompany a musical performance. Conductor Claudio Abbado often referred to the relationship of silence to music. Abbado was well-known for his great attention to listening in music and encouraged this among the members of his orchestras, whether listening to chamber music or an orchestra. The conductor Celibadache referred to Krishnamurti during

his orchestra rehearsals. Many noted musicians including Pablo Casals, Michel-angeli, Segovia, Stravinsky and Ravi Shankar met or spoke of Krishnamurti. For Krishnamurti silence was important; listening and attention were crucial in life. He said the beauty of music lay in the "silence between the notes".

Aditi Mangaldas, a leader in Indian Classical dance opens the concert to celebrate Krishnamurti and music. **Nigel North**, one of the world's foremost lutenists will play Bach Suite BWV 995. The concert will end with **Maria João Pires** playing Beethoven's last Piano Sonata, Op. 111.

The concert will take place on Saturday, September 3rd at Cadogan Hall in London. To book tickets visit <http://j-krishnamurti.co.uk/>



Aditi Mangaldas

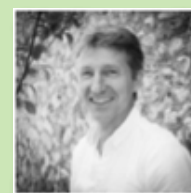


The Annual Appeal A Great Boost for Brockwood

Brockwood's 2015 Annual Appeal ended in September and we are pleased to have received £95,000 in total and would like to thank all of you who gave so generously to support the important work that is happening here. We plan to publish an Annual Report in the spring outlining the financial position of Brockwood and the important changes that have occurred over the past year and this will be made available both in electronic and paper form.

New Co-Principal

Brockwood Park School is a living organism and as such, changes take place in its structure from time to time. Since 1969 when the school started there have been 10 Directors or Co-Principals. At the end of the last academic year the Trustees decided to appoint Antonio Autor as Co-Principal to work with Co-Principal Gopal Krishnamurthy, while former Co-Principal Adrian Sydenham moved to work in outreach and other areas within the Krishnamurti Foundation Trust Ltd. Antonio will focus on the pastoral side of the school and Gopal on the academic side. Antonio and Gopal have known each other since 1987 when they both joined the school, the former as a staff and the latter as a student, mature student, and finally staff member. The Trustees feel confident that the Co-Principals will do their best to keep the school functioning well and the intentions of the place alive. Antonio and Gopal look forward to learning from the opportunities and challenges in this shared endeavour.



BROCKWOOD PARK CONCERT SERIES 2015-16

Three Evenings of Classical and Traditional Music

Romantic Era and Contemporary Songs

Saturday, 7th November 2015

The Brockwood Park Concert series began on 7th November with a Lieder recital of romantic and contemporary songs by Mezzo Soprano Kimberley Boettger-Soller, 1st prize winner at the 9th International "Franz Schubert and the Modern Music" Competition in Graz, and 2nd prize at the 2013 Paula-Salomon-Lindberg-Wettbewerb "das Lied" in Berlin. Assisted by Prach Boondiskulchok and Ulrich Eichenauer Ms Boettger-Soller gave us a night to remember.

Floating World Ensemble

Saturday, 6th February 2016

Our second concert consists of an evening of delightful ancient Japanese music performed on authentic Japanese instruments by some of its finest practitioners. Keiko

Kitamura's early years were spent studying Koto (Japanese zither) and shamisen (three-stringed Japanese lute) in Fukuyama under the tutelage of her aunt Kyoko Kitamura, an Ikuta School grand master of the famous Miyagi association. She achieved the status of Ikuta master herself in 2001.

Keiko has performed widely throughout Japan and around the world, including the Sydney Opera House, the London Olympics, the British Museum and live in concert and studio on BBC 3. Keiko will be playing her 17 string bass Koto and singing, while Clive Bell accompanies on the Shakuhachi.



Linus Piano Trio

Saturday, 12th March 2016

We are delighted to welcome back the Linus Piano Trio fresh from their success after winning both 1st prize and audience prize at the 2015 international Melbourne Chamber Music Competition.

The Linus Piano Trio is recognised as one of the most dynamic and creative ensembles. It is renowned for the distinctive voice it gives to a very wide range of the trio repertoire. Praised for the "slow-burning, gripping" performance by the Strad as well as the "astounding performance" by the Hannoversche Allgemeine, the rising reputation of the Linus Piano Trio has taken it to prestigious

venues including the Barbican Hall, Wigmore Hall, King's Place, Menuhin Hall, Schoenberg Centre in Vienna and György Ligeti Hall. Performance will include: Beethoven: Trio op. 11; Paul Dukas: The Sorcerer's Apprentice; Brahms: Piano Quartet No 3 in C-minor. With Ulrich Eichenauer on Viola.

Each Brockwood Concert is preceded by supper which is served at 7:00 pm. The concerts begin at 8:15 pm. A donation of £20 to the Brockwood Music Fund is suggested and will be appreciated. To reserve your seat please contact admin@brockwood.org.uk



FOOD FOR THE SOUL

RECIPES

by Master Mo

INCREDIBLE CURRY SAUCE

A delicious sweet and spicy curry which has proved a favourite among many in Brockwood.

INGREDIENTS, SERVES 12

- 4 inch ginger grated
- 4 onion chopped finely
- 6 garlic cloves finely chopped
- 1 Fresh chilli finely sliced
- 3 cups almond powder*
- 2 cups of water
- 2 tins coconut milk
- 2 tbsp curry powder
- 2 tsp cayenne
- 2 tsp paprika
- 2 tsp turmeric
- Salt and olive oil

*As an alternative to almond powder, you may use any nuts of your choice blended to powder.

Have a chopping board and a sharp knife. Begin by having all your ingredients in front of you. Start by slicing the onion (prepare to start crying). Next add the garlic and chili. Peel the ginger, cut the ends off, and grate it. (Use the ginger juice as well to add to the flavour.

Put olive oil into a medium size pot making sure the oil covers the whole bottom of the pot. Wait for the oil to heat. Then add finely sliced garlic and chili. This should be sizzling. After a few minutes add the chopped onions, ginger, salt, curry powder, paprika, turmeric and cayenne. Stir everything together, all frying nicely. Adding the spices early



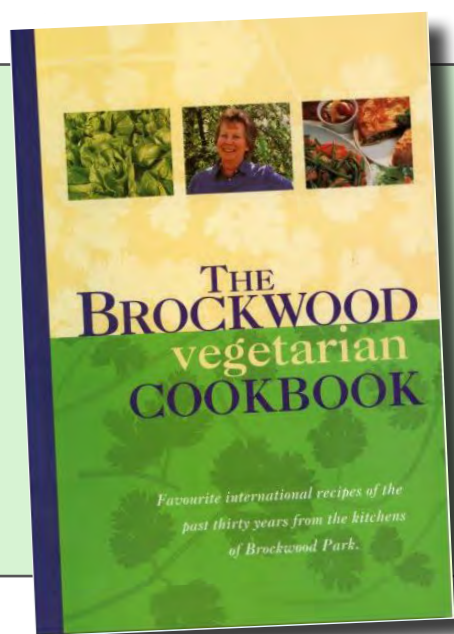
Photograph by Virgil Severin

will give a lot of flavour to the sauce.

Cook until everything is very soft. Keep mixing and add two cups of water. As soon as you notice that the sauce is starting to bubble, pour in the almond or other nut powder. The amount of powder you add determines the thickness of the sauce. Stir and wait 3 to 5 minutes for the fusion to kick in.

Turn off the cooker and blend everything in the pot with a hand blender until smooth. Pour the coconut milk into the pot. Turn the flame to low heat and stir everything once again for 10 minutes.

Curry sauce is a great complementary recipe to have with a variety of meals e.g. grains, carbohydrates, protein and greens.



The Brockwood Vegetarian Cookbook

This old favourite is jam-packed full of tasty veggie recipes which combine the extensive experience and wisdom of four great cooks, Sue Gerrard, Raman Patel, Michael Krohnen and Derek Hook. For the over 50s, who remember, Esme's Recipe for Wholemeal Scones is here, as is the recipe for a delicious Dahl Soup, ideal for struggling university students looking for something quick, cheap and wholesome to prepare. Published in 2001, this classic also contains marvellous food-related photos and drawings from Brockwood and is a must for every veggie-loving cook.

Available from the Krishnamurti Foundation online bookshop <http://store.kfoundation.org>

ORANGE POLENTA CAKE

This flourless cake has a satisfyingly crumbly, moist and dense texture, perfect for every occasion. Fruity and also gluten-free bake. This recipe is from Master Mo who got it from Waitrose bakery. It is very quick to whip up and good to eat either hot or cold.

SERVES 12

- 200g butter or margarine or sunflower oil
- 300g caster sugar
- 3 eggs
- 1 tsp vanilla essence
- 100g polenta
- 200g almond* powder
- 1 tsp baking powder
- 2 tbsp flaked almonds
- finely grated zest and freshly squeezed juice of 2 fresh oranges

*As an alternative to almond powder, you may use any nuts of your choice blended to powder.

Preheat oven to 180 C.

Grease a baking-tin with oil or line it with parchment paper.

Pour into a large bowl the polenta, almond powder, baking powder, caster sugar and orange zest (optional) and mix together.



Whisk in another bowl the butter, eggs and vanilla essence until creamy, and add this to the first large bowl with the rest of the ingredients.

Cut one of the oranges in half and use a juicer to extract the liquid. Pour the juice into the bowl and mix everything together. For extra zing, add the grated orange zest. Pour into the baking tin and bake for 20 to 30 minutes.

Final touches to the top of the cake can be done in two ways. To a saucepan add flaked almonds and simmer gently over a medium heat until they are golden brown; or scatter the flaked almonds on top of the cake after crushing them with your hands.

Cut the other orange in half, extract the juice and pour all over the baked cake for additional flavour.

Prick to check if done, and leave to cool before cutting.

For vegans, use margarine or sunflower oil instead of butter.



APPLE CAKE

SERVES 6-12

- 300g self-raising flour
- 150g caster sugar
- 125ml rice milk
- 20ml coconut oil
- 12g margarine
- 2 apples cut into small slices
- 1 tsp vanilla essence
- 2 tbsp cinnamon

Melt the margarine, coconut oil and half of the sugar in a pot on low heat. Mix until smooth. In a separate bowl, mix together the apple slices with cinnamon and the other half of the sugar. Make sure the cinnamon and sugar are thoroughly mixed into the apples. Add flour to the margarine blend. Stir well. Once there are no traces of flour left, add the apples into the mix and stir again. Pour into a cake tray and bake at 180 degrees.

Bon appétit!

WHAT EVER HAPPENED TO...?

MY STUDENTS LEARNED LIFE

Benjamin York

Sitting in a straight-backed chair my first morning meeting at Brockwood, I could not sit still. It wasn't that I was particularly nervous about the first day, nor was it the growing hunger that caused my belly to orchestrate a symphony of groans and gurgles that garnered the attention of half the room. Rather it was the rope burns running across half my back resulting from a scheme to free-fall out of a Sequoia that caused my contortions. That first week, inquiry time was based around the question of fear. I did not share my experience of leaving a perfectly good tree branch for the freedom of the air. Anyway, my back still hurt.

Returning to California after Brockwood, I chose to go to attend university at Humboldt State, the most remote school in California, and proceeded to enjoy the best seven year vacation of my life. My friends were of the same ilk, and we spent our time scaring ourselves silly while slowly becoming more proficient in the mountains. I do remember going to class during this period, but my strongest and greatest memories are of time spent with my best friends in the mountains.

Eventually I found myself graduating a third time, with a Masters degree in Education. They would not let me stay any longer, so I went to find a job. I applied to only one place, a small school in the hills: Salmon Creek Community School. Arriving at school far too early on my first day, I was nervous. No, I was flat-out scared: petrified, terrified, panicked, afraid, anxious. Nor was this a fear I was used to. This could not be resolved by pure action. There was nothing to climb, no horizon line to pilot my boat over, no immediate success or failure. I resolved to succeed, and am still unable to say why I did.

Salmon Creek School is a truly awesome place. Founded in the seventies by a counter-culture movement, it thrives to this day on the blood and sweat of a few committed parents and community members. During my time there, we climbed trees, built our furniture, made our food, grew our food, floated down the river, climbed mountains, got wet, got cold, got hungry, wasted time, made haunted houses, got stitches, broke bones, carried our friends with broken bones, started fires, fought fires, learned to drive, fixed flat tires, got stuck, hunted, cried, laughed, and learned to live together as a family. From time to time we also went to class.

Students leaving Salmon Creek consistently tested in the top ten per cent of their peers in the public school system. For me, this became a model of what education can

and should be. My students learned life, not simply rules and worksheets. We became a part of the landscape we were living in and learned to understand it from the inside out. This is something that started for me at Brockwood. Climbing the tree. Working in the garden. Morning jobs. Customizing my dorm room. Paying for customizing my dorm room. Climbing up rain spouts in the middle of the night. Camping trips. These things are education as much as Math, English and Geography. Neither is more important than the other; nor are they separate. My school strived for this, and I would like to think that we were successful.

This past spring was my last at Salmon Creek. I chose to leave to pursue other interests. I am writing this from Guadalajara, Mexico,

where we have just escaped Hurricane Patricia. We have spent the last 8 weeks driving and surfing through Mexico in a van that my girlfriend and I built. We have with us five surfboards, two para-gliders, two bicycles, a kayak, climbing gear, camping gear, a blender, two hammocks and a motorcycle. We plan to be gone from America Norte for a year, or forever.

"A mind that is no longer concerned with change has no fear and is therefore free." J. Krishnamurti

<http://salmoncreekschool.wix.com/salmoncreek>



"Brockwood has been a pioneer in British education in so many ways, not the least in its use of stillness or mindfulness... The focus on enquiry & active learning is another area where the school has been in the vanguard of educational thinking"

Sir Anthony Seldon

OPEN DAY
BROCKWOOD PARK SCHOOL
SATURDAY MARCH 19TH

01962 771744 | enquiry@brockwood.org.uk | www.brockwood.org.uk