



THE MIND IS FREE TO LEARN

by Jiddu Krishnamurti

A school, after all, is a place where the student is basically happy, not bullied, not frightened by examinations, not compelled to act according to a pattern, a system. It is a place where the art of learning is being taught. If the student is not happy he is incapable of learning this art. Memorising, recording information, is considered learning. This brings about a mind that is limited and therefore heavily conditioned. The art of learning is to give the right place to information, to act skilfully according to what is learned, but at the same time not to be psychologically bound by the limitations of knowledge and the images or symbols that thought creates. Art implies putting everything in its right place, not according to some ideal. The understanding of the mechanism of ideals and conclusions is to learn the art of observation. A concept put together by thought, either in the future or according to the past, is an ideal - an ideal projected or a remembrance. It is a shadow-play, making an abstraction of the actual. This abstraction is an avoidance of what is happening now. This escape from the fact is unhappiness.

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Two cedars, damaged this year by heavy snow and winter stress. The South Lawn cedar (bottom) was pruned at the top by 30% in order to protect the rest from further damage and collapse.

AN APPEAL TO SAVE BROCKWOOD'S OLD TREES

Gary Primrose, *KFT Trustee*

This winter Brockwood's iconic tree, the Lebanon cedar on the South Lawn, has been disfigured because of the heavy snow we experienced. Although it was unusual weather there is also rot in the tree. Old trees eventually rot and die but we are trying to hold on to them as long as possible as they are, I feel, a vital part of the landscape of the place and hence overall atmosphere here. They are the genius loci of Brockwood. These old trees have a quiet dignity. Their presence elicits a sense of awe and wonder. This is also true of the sequoias in the Grove and other old trees on the estate. These old trees, in particular, are a nationally rare habitat for uncommon lichens and mosses as well as providing vital nesting sites for endangered birds such as barn owls, woodpeckers and nuthatches.

Nevertheless health and safety is of paramount importance not to mention our legal responsibilities with the current health and safety legislation the school has to follow. We feel the time has come for all of the trees on the estate to be surveyed professionally and their health assessed. To do this we need to have a qualified arboriculturalist do this work and help us put in place an inspection regime that will satisfy our health and safety regulations as well as giving us the opportunity to monitor these old trees and do the necessary crown thinning or topping that will make these trees safer and extend their lives. We recently did this on the lovely old tulip tree on the South Lawn and it has responded well with a full crown of leaves this June.

The arboricultural survey will cost about a thousand pounds and in the current economic climate it would be helpful if anyone wished to support this work with a donation. Help us to maintain the genius loci or spirit of the place such as Brockwood's famous cedar of Lebanon. Contact accounts@brockwood.org.uk

THE BP MOVIE PROJECT

Marcelo Fiorini, *Staff*

Brockwood Park has launched a media project this year which aims to support both development and outreach. Staff and students have recently felt a need for a new promotional DVD that would describe life at Brockwood as it is today. We have been interviewing students, mature students, staff and parents, registering classes and community activities, as well as asking all community members to evaluate their educational experience at the school, in and outside of classrooms. Students have talked about their involvement with the ethos of the community and its relation to Krishnamurti's teachings and their personal transformations in a multicultural environment. We have asked parents to give testimonies of their children's personal development and the impact Brockwood has had on their adolescence.

The project also comprises the making of a teaser with the aim of editing a 52-minute documentary film for broadcast on television. We have obtained generous support from a donor, Taher Gozel, which has enabled us to purchase a top-performance, professional, high definition camera, a complete tripod set with a mini-crane for travelling and dolly shots, as well as an array of accessories for audio and lighting and a new high-end editing system. While this equipment will be used from now on to teach our students filmmaking, the project's ultimate aim is to describe Brockwood's approach to education to a wide audience and thus attract further attention to the school as a leading institution and an alternative to the failing educational systems throughout the world today.



BROCKWOOD NATIONAL PARK

On the 31st March this year, Brockwood became part of the newly formed South Downs National Park. The Park, covering an area of over 1600 square kilometres stretches from the edge of Winchester in Hampshire, to Eastbourne in East Sussex. The South Downs exemplify some of the best of Britain's landscape – rolling hills, chalk downs, woods, meadows and farmland. At the heart of the Park, and just a few miles from Brockwood, is the South Downs Way, an ancient footpath which travellers have used for over 8000 years – as far back as the Mesolithic or Middle Stone Age. At that time the high and drier chalk ridge offered easier travelling than the wet and thickly wooded Weald below. National Park status will ensure that the South Downs landscape is conserved and that Brockwood Park will remain surrounded by one of the most beautiful landscapes in Britain.

MATCH OF THE DAY

Most Brockwood ex-students will be familiar with the bumpy and sloping patch of land we call the football field. Now we have a chance to restore it. Derek Hook, one of our trustees, has very kindly offered to donate £6,000 if the school can match it. So we are now launching an appeal for donations so we can reach our target of £12,000, the total required to level, install drainage and reseed the site. If any reader feels inspired, please help by sending a donation. We are also looking out for equipment to look after the pitch including scarifiers, cutters and, who knows, maybe even a new tractor? Thanks to all, from Mark the Gardener.



REFLECTIONS

ONE MAN'S TREASURE...

Catharine Haitzmann, 17

...is another man's trash. Rummaging through the recycling bin in the library for scrap paper, I came across an essay written by a student. As my eyes skimmed through it, I found it incredibly beautiful, and could relate to many of the writer's feelings and thoughts. I felt it could contribute to a more genuine and real statement of observation of someone's experience at Brockwood, both internally and externally and wanted to share it here. I read a few sentences in the school meeting in the hope of unveiling the author. A day later, Violette D'Andurain, a student from France in her first year at Brockwood, came up to me and agreed to publish her piece.

I know that I have to write an essay but since a few days I have tried to imagine a good subject and nothing comes to my head...

So what can I write? I have to practise my English to improve, so I just want to put all my thinking on the paper. Today, Saturday, it's the first day of the parent's weekend, the school is completely full of people, too much agitation for me, I just need to hide, to find a moment of calm. Otherwise it's interesting to see parents, because they've just arrived in their children's life, they discover how their children live! Finally, Brockwood, it's also a good experience for parents because they discover a new way of life, they learn from their children!

I hope my mom is coming for the end of the year; she's going to love this place, the ambiance, the mentality. For these few days I feel like an orphan because my parents are not coming, and I also feel really independent, mature, because since 3 years I've learned to live far from my parents, especially my dad. I'm young but I feel old, I had too many difficult experiences and it's really heavy for me. I sometimes need to put everything out of my head...but I can't, everything is completely stuck in me, it's a part of me, and

I understand what is it to be an adult...to be alone.

Here I'm considered to be like a student. Sometimes it's just perfect, I want to still be a child, but sometimes I just need to go out of BP because I need to grow up, to discover the earth, to live on my own, to begin my adult life...

It's a problem inside me because I love Brockwood and I really feel that it is nice for my body, for my physical, and mental health; but I'm sometimes so impatient to be completely free...

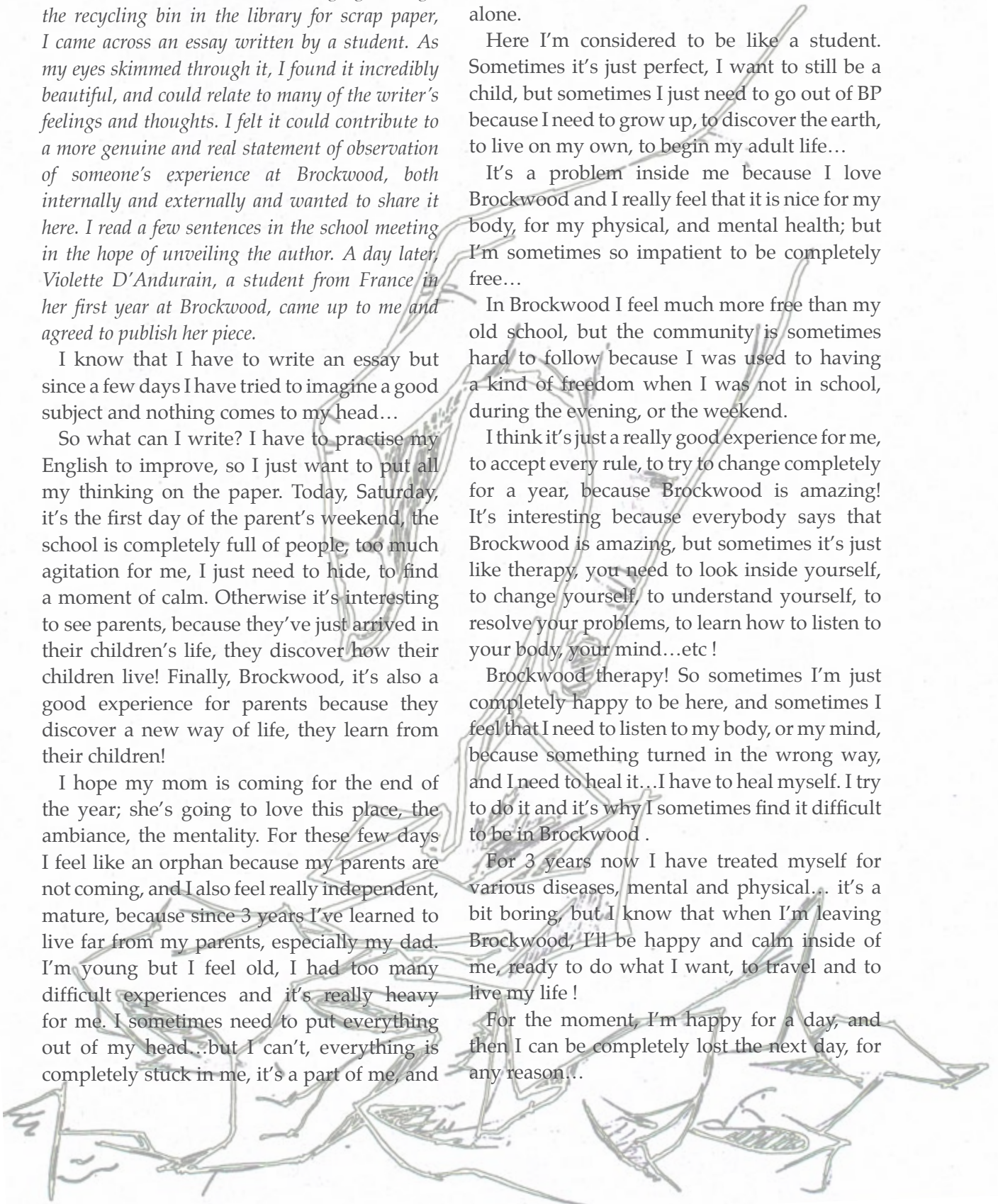
In Brockwood I feel much more free than my old school, but the community is sometimes hard to follow because I was used to having a kind of freedom when I was not in school, during the evening, or the weekend.

I think it's just a really good experience for me, to accept every rule, to try to change completely for a year, because Brockwood is amazing! It's interesting because everybody says that Brockwood is amazing, but sometimes it's just like therapy, you need to look inside yourself, to change yourself, to understand yourself, to resolve your problems, to learn how to listen to your body, your mind...etc!

Brockwood therapy! So sometimes I'm just completely happy to be here, and sometimes I feel that I need to listen to my body, or my mind, because something turned in the wrong way, and I need to heal it...I have to heal myself. I try to do it and it's why I sometimes find it difficult to be in Brockwood.

For 3 years now I have treated myself for various diseases, mental and physical... it's a bit boring, but I know that when I'm leaving Brockwood, I'll be happy and calm inside of me, ready to do what I want, to travel and to live my life!

For the moment, I'm happy for a day, and then I can be completely lost the next day, for any reason...





CINEMA STUDIES

Thomas Fournil and Bela Figge

It is commonly said that studying any theme brings you back to study life.

When approaching Cinema Studies, the border between the topic and life becomes interestingly relative. Studying cinema is like considering any means of expression: it helps understanding. A language is a prism, through which the world is seen in a distinctive way. Combining prisms is one of Brockwood's strengths, what we call diversity of perspectives. Being able to hold different perspectives by oneself usually helps to find some peace and clarity in life, but it is

sometimes tricky. Cinema Studies supports the student in developing this ability. Anything connected to cinema will force the spectator to look at himself from a different angle. In the picture, outside of it.. elsewhere! Here, now. Inside, out.. side? Tomer's course goes even beyond, as it allows the student to understand the rules and mechanisms of this world through cinematographic tools. When approaching a filming exercise, I naturally become more conscious of my thoughts and feelings, fears and ideals. This is an inner process which also involves a greater awareness of other people, perhaps of their motivations and behaviour. Constructing an exercise involves the imagining of adequate means of talking to people. At this point, one has to be clear about the first creative intention, and the viewer's possible response to it. Ideas are drawn from experience when a new perspective is gained through observation. Practising, experiencing this process creates understanding; through exercising in that manner –which is a brain warming activity- one comes to perceive in new ways, to experience being the other.

Learning about cinema helps me to look at films and life in a different way, but it also opens unexpected doors: observing the teacher, for instance, has been as inspiring as the subject itself. I have come to realise that everything, absolutely any detail of a teaching performance should be relevant in the context of a class, which is not only about the subject taught, but about the human condition.

In this class, I have come across humanistic ideals applied with the efficiency and pragmatism of a Swiss clock; across friendships, slowly forging, in the light of authentic sharing and genuine care; I have been touched by the extent to which students were challenged, by personal developments and victories, and generally by this small path that we share, in which anyone's step forward becomes a personal satisfaction and achievement.

We often talk about studying a subject. We rarely celebrate, however, the miracle taking place when something is well taught: life is not studied any more, the subject is no longer understood; instead, one becomes part of it.

BEYOND THE CLASSROOM

ZEN AND LOVE OF SILENCE

A place where preserving the culture is the most important

Mary Heerin, *Staff*

Almost three years ago, when I arrived at Brockwood after a long stay in Japan (by long, I mean LONG; twenty-two years altogether), I was quite used to the allure all things Western have for Japanese young people, a fascination that has its roots back in the Meiji Era when the country opened its doors after a lengthy period of splendid isolation. What I hadn't realised was how much this interest was now being reciprocated, at least as far as the contemporary culture of manga, anime, fashion and food is concerned. It seemed that 'Japanese' had become synonymous with 'style', 'cool' and 'cutting edge' in my absence. In my first year I tried to nurture the keen interest several students professed by spending time together whisking matcha green tea, doing calligraphy and rolling sushi. There were requests to start a Japanese Studies course, which is now in its second year, and also to offer a school trip to Japan, which took place during the Spring Break this year.

When such a distant and different culture is encountered it's easy to focus on stereotypes and expectations; twenty-five years ago I arrived there looking for my ideal of Japan: Zen, love of silence, tranquil gardens, refined aesthetics and minimalist tatami mat rooms

only to be jolted out of my satori haze by urban density on an extraordinary scale, a constant soundscape of recorded noise and tiny, cluttered homes where families snuggled up together around low, heated tables to keep warm. Where was the Japan of my dreams? Well, it was all there, I discovered, somehow existing side by side with all the rest: stillness within the chaos. It was this country of paradoxes that I wanted to show to my Japanese Studies students.

Our two-week trip took us to the ancient capitals of Kyoto and Nara, where we observed the influence of almost 1500 years of Buddhism from temples and tea ceremony to gardens and architecture. Then it was on to Tokyo, the huge, modern metropolis, synonymous with crowds and fashion.

We walked miles and ate a lot of rice but I think everyone was struck by the graciousness of the people and how, in such a densely populated country, the Japanese manage to maintain a sense of harmony and respect for each other. In our short two weeks we were able to get some sense of the rich past and vibrant present of a fascinating country and to understand that for almost everything said about it, the opposite is also true.



KIA HUA?

What happened?

Nora-Kim Vollrath, Age 19, Germany

A senior Brockwood student, Nora, spent her spring term in India at our sister school Rajghat on the banks of the Ganges river close to the ancient city of Varanassi.

When we start appreciating a new place, a new country and a completely different culture without any judgement but with an understanding and care, then we don't see ourselves apart. It is our new home and always will be.

Many new faces, smiling faces. Open eyes, excited gestures. The river in its own beauty. The many ghats and the thousand temples. Welcoming children. Peacocks, eagles, cows and snakes. The warming sun. The big crowd. Boats floating on the water, kites gliding in the air. Rickshaw drivers giving all they have. Families living in the old town, others driving in big cars.

New challenges, a new environment. New ways of eating, new ways of taking a bath and using the restroom. A new language and new songs to hear.

At first glance it may all seem very different. One must understand that this is not the whole truth. The colour of the skin may be different, the way of living, the way of speaking may too. We are all the same. Not different or apart from one another.

Running children, playing cricket and football. Dust in the street. Millions of people, shining bangles, shouting men and women wanting to sell vegetables they had carefully grown next to the Ganga River. Men and women looking at me, me looking at them. Moments of silence and astonishment. Smell of incense and samosa, monkeys climbing on the roof. Colourful flags and saris. Piles of sandalwood, giant fires.

All of this is home now. Varanasi, one of the oldest, if not the oldest living city in the world.

I am very thankful that Brockwood and the Rajghat Besant School in Benares made it possible for me to go and see another part of the 'One School'. Unforgettable things I saw, experienced and learnt, wanting to be shared.

Arriving at the end of December, it was cold.

The first two weeks I stayed in the study centre which has a breathtaking view over the river. Later, I was invited to stay in one of the girls-hostels, which was challenging. Big dorms, many girls and sari parties. An adventure.

For the last month of my stay the children of the primary section were anticipating my arrival in their hostel. They would teach me Bollywood songs and wanted to learn the western table manners, German songs. Every day another child came up to me, asking if I might teach him how to draw a 'Real Snowman'.

There was space and time to see and understand, to discover and explore this city of treasures. I travelled to Dehradun to visit the Navdanya Farm which is a place of peace, justice and sustainability. All humans have the right to ecological, economic and political security.

A trip to the Barefoot College in Tilonia (Rajasthan) made it clear that learning to work independently and the importance of responsibility is necessary, to train and support each other to sustain the planet.

These trips have been helpful to get a greater understanding of how we can live a life based on trust, sustainability and togetherness. With strength and in peace.

I brought things with me and left things behind.

As all of you in Rajghat would say, I will be back. A promise. And I mean it.



PAVILION PROJECT



Trustees of the Krishnamurti Foundation. Absent: Peter Dent

THE NOT SO FAR PAVILIONS

Nick Short, *KFT Trustee*

On the 12th June the board of trustees of Krishnamurti Foundation Trust unanimously resolved to proceed immediately with the construction of seven accommodation pavilions. Included in the total project as approved is provision for a significant refurbishment programme for the boarding accommodation in the main school building (reserved for girls) and the Cloisters (reserved for boys). The latter will also enable provision of more and larger classroom spaces, and the removal of the science labs from the Edwardian tower building to the garden rooms which are at ground level and therefore accessible for disabled students, which is not the case for the labs at present.

The total budgeted cost of the project is close to two million pounds, which is covered by existing funds together with promised donations from two main sources and from the current general appeal (see enclosure).

We anticipate a number of significant benefits arising from completion of the project. The main school has been for some years stretched to breaking point to provide enough suitable living accommodation for all students and staff. In recent years this has necessitated renting cottages off the main campus, as well as occasional use of Centre rooms for school guests, neither of which is desirable or a long term prospect. The pavilions will create at least 24 further student spaces and 6 staff spaces. For budgeting purposes we are assuming an increase in student numbers of up to 9 fee-paying students over three years and the appointment of two further staff. These

are projections only and will be affected by the facts as they unfold. However, the new student spaces will be largely filled by decanting existing students from our over-stretched existing accommodation in the first instance. The buildings are being designed and built to code level 6, currently the highest level of sustainability for residential buildings.

This has been a project almost 5 years in the planning to this point. Council planning approval for the pavilions (and a sports/concert hall for later development when feasible) was obtained in March this year, and since then the architects have substantially progressed building plans for regulatory approval. We hope to see commencement of actual construction sometime in September with a view to completion before the start of the new school year in September 2011.



FROM HOLLAND WITH LOVE

*A substantial donation (Euros 25,000) was recently made to the Pavilion Project at Brockwood by Stichting Krishnamurti Nederland, one of the more than forty Krishnamurti Committees from around the world. We asked **Hans van der Kroft**, a Trustee of Stichting, to tell us about the committee and why they chose to make this gift.*

The 'Stichting Krishnamurti Nederland', was created in the 1970's. Its main purpose, then, was to create the necessary facilities to make it possible for Krishnamurti to visit the Netherlands in order to speak there. Krishnamurti had already visited the Netherlands a few times before the year 1924, and from then until 1939, Star Camps were held annually at Ommen, almost always in his presence. After the War Krishnamurti returned several times to give talks in Amsterdam, the last time being 1981 when he also visited the permanent Krishnamurti Documentation and Study Centre, which had been opened in Deventer.

The structure of the Stichting is that of a foundation, so there are no members, only about 1500 interested persons to whom we send a concise newsletter twice

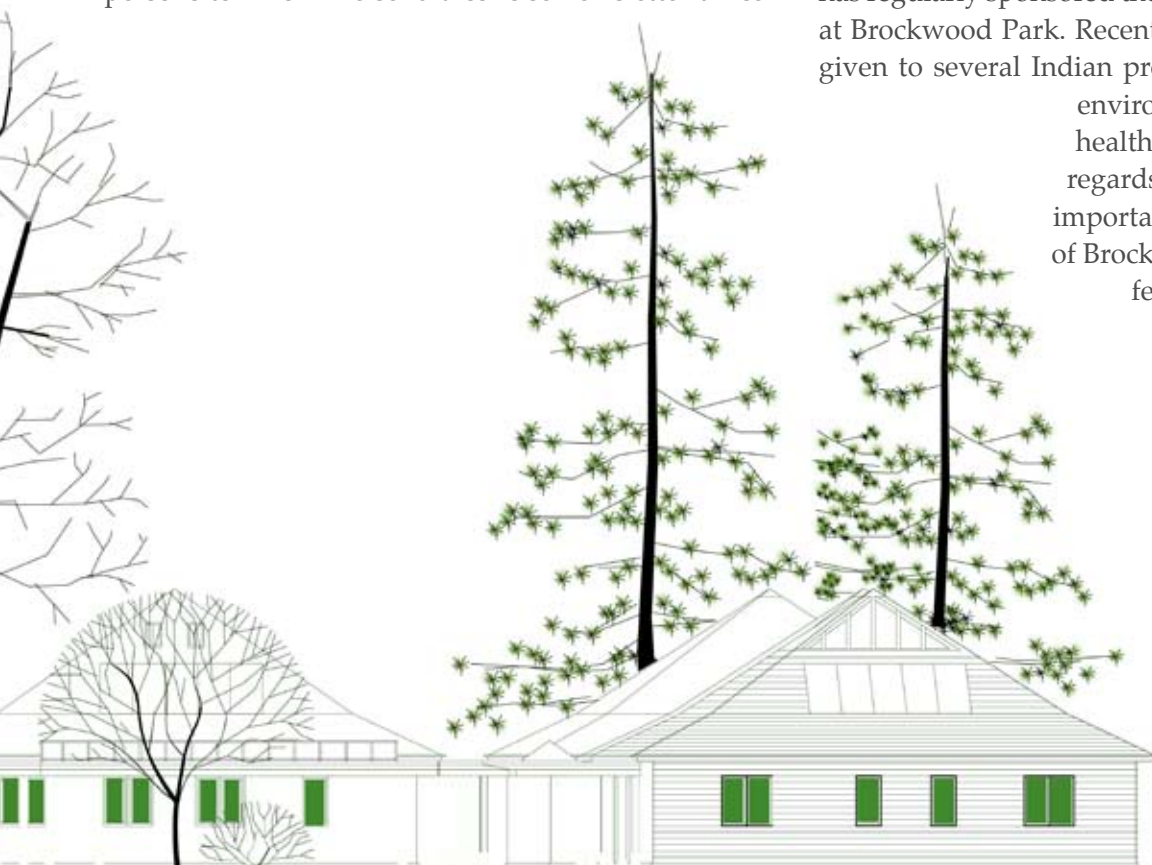
a year and a more extensive bulletin once a year. The Stichting acts in a semi-official way as custodian of the permanent Krishnamurti Documentation and Study Centre in the city of Deventer. This Centre holds a complete collection of Krishnamurti's books, a large quantity of audio-visual material on tape or disc, and a collection of photographs and newspaper cuttings.

The Stichting does no active fund raising, apart from asking readers of the newsletter and the other publications for financial support. As a result, regular gifts come in and sometimes a legacy or inheritance. The decisions to use these funds are taken by the board, by general consent, with no arguments against. Since the board of the Stichting feels that the way in which Krishnamurti's teachings are being activated at Brockwood Park, both by the Centre and by the School, is important for Europe and therefore for the Netherlands; they wish to support these activities when possible. Also the Stichting has always supported Schools and/or Foundations in India and the United States by yearly donations and has regularly sponsored the studies of Dutch students at Brockwood Park. Recently extra support has been given to several Indian projects for educational and

environmental purposes and for health care. Finally, the Stichting regards the Pavilion Project as an important addition to the facilities of Brockwood Park School and we feel it deserves our support.

Apology and Correction:

In the last issue of the Observer, in the article 'The Pavilion Project,' the author misquoted Roderick James as claiming to have assisted in the building of the Krishnamurti Centre. This was not the case. The green oak frames in the Krishnamurti Centre were constructed by Peter McCurdy.



STUDENT WORK



Diego, Age 19 Mexico



Pauline, Age 18, France



Tatyana, Age 17, Spain

leaves and dreams

Behind each leaf
Lies a hidden path,
Or a road of light.
Each one
will tell you about my
journey,
Or my dreams.
Every place
will leave a smear of
colour
among pages of sacred
endless books.
Also dreams
Haunt me,
Whispering promise
made of sick lies:
A never-ending chase,
Of hidden happiness
In Indian glass islands.

Fiamma, Age 16, Italy



Pauline, Age 18, France



Gabriel, Age 19, Spain



Roos, Age 18, Holland

human

Each day I breathe,
 Each day I blink,
 Each day I think,
 Each day I smile.
 I love, I'm happy, I feel full, like
 there's nothing else that can blow
 away the love,
 happiness and blessing of life.
 I suffer, I'm sad, I feel tired and
 frustrated, like there's nothing else

that can blow away the anger,
 tears and vulnerability of life.
 I touch, I smell, I taste, I see,
 I hear and I feel.
 I care and I despise,
 I easily love and hate.
 Each day is a mess,
 Tangled feelings,
 Tangled thoughts,
 In a spiralling, unresolved life
 of my humanity.

Carlota, Age 15, Portugal



do promise



Paloma, Age 16, Spain



Tatyana, Age 17, Spain



ALUMNI NEWS

LIVING LIFE ABROAD

Isabelle Baigent, *alumna*, (1999-2002)

From the very beginning I knew I wanted to travel. There was no doubt about it, and there was little anyone could have done to persuade me otherwise.

I can remember sitting in the entrance-way to Brockwood, looking out through that big window in the front door, looking down the road gently disappearing amongst tall trees and fields and I was thinking of making a run for it. My feet seemed to burn, my whole body ached with the need to travel.

So I bought a one way ticket to India. Straight into the deep end, I plunged like a child into the depths of that strange and enchanting country, rich with frustration and hypocrisy, beauty and bliss. I was struck by the complications and challenge of being a girl in India travelling alone, it was hard but rewarding.

I travelled to Morocco, and loved the desert cities, the castles built out of the sand below them. The rush of mint tea, the chill that swings from the Atlas mountains at night.

Indonesia was the most interesting place I have been so far. You could spend a lifetime getting lost in the warrens of islands. To survive there I had to learn Indonesian. I set off through Sulawesi with no guide books just friendly people willing to help me through their much loved country.

I lived in Ireland for over five years with a group of ex-brockwoodians, I studied tailoring and had a market stall at festivals. I love its people, its calm lake waters, its madness, its loudness, its wizardly trickery, its weaving story-telling.

I now live in a small community in the South Island of New Zealand. The farm was set up about thirty years ago by a small group of enthusiastic people. There are eight houses on the farm, a few of them inhabited by large groups of people and a few by young families. I have lived for most of the time with one of the founding women. Her house was built entirely by hand, no electricity was used in the building process, the wood is reclaimed native timber. The house seems to breathe, it is a living creation. There are gardens with all the properties, an abundance of fruit orchards scattered



about the farm, and plenty of veggies to go around. There are many different responsibilities on the farm, much as at Brockwood, and, are shared amongst us all. Cheese is made from the goats milk, honey is harvested from the hill, hay is harvested by everyone chasing the tractor up and down the fields.

I have met a lot of really interesting people here from all walks of life with different attitudes and backgrounds. There is a general feeling of an encouraged atmosphere in which to grow, learn and play.

There are many communities in New Zealand and they range from smaller places like this to fully established almost town-like communities. Some have large community spaces and meals together and some are more like people just sharing a piece of land. Communities come in different shapes and sizes, some with more regimented doctrines and philosophies. Brockwood is one of the best to learn in but if anyone has any interest regarding communities in this part of the world I would be happy to help with contacts and information.

I am enjoying being part of this community, meeting its people and feeling part of a tribe. Community living is something that I learnt a while ago in Brockwood and Ireland, it is the one thing that lasts, the thing that you can never be denied wherever you are from. I have learnt from travelling the understanding of being an individual in tandem with the whole. The need for family, the importance to relate to each other. We have a common ground, a shared need in this world, a place to call home. *Email: isabellebaigent@yahoo.com*

OUT THERE: alumni reconnecting

Bill Taylor, Co-Principal

The USA is a big place so it is hard to do it justice in just three weeks, but that was all the time available in March when I visited Brockwood alumni and looked at US colleges (with a view to assisting Brockwood students with applications). Social gatherings with groups of alumni occurred in four places (Los Angeles, Ojai, New York City, Boston) and apart from watching a slide-show of photos spanning the 40-year life of the School we spent most of our time sharing news, ideas and anecdotes. What was impressive was the diverse range of occupations and interests alumni have and the great importance they still attribute to their time at Brockwood.

Meeting in LA on 5th March / Front Row left to right: Pierre Briatte (73-75), Marisa Nawir (73-75), Michael Rogers (76-77) / Standing left to right: Bill, Clay Mantley(71-72), Alex Smith (99-01), Kris Jones (75-79)

Meeting in Ojai on 6th March / Front Row left to right: Freya Randle Helgesson (08-09), Julia Liebisch-Peschl (04-05), Kate Svodboda-Spanbock (80-83), Kristy Lee (97-99 / 00-04), Rowan Frederick (95-97 / 04-05), Gopal Krishnamurthy (87-92/98-01) / Standing left to right: Tom Heggstad (86-89), Paul Herder (90-92), Jaap Sluiter (00-04), Reuben Weininger (71-74), Maxi Kogoi (83-87), Clay Mantley (71-72), Claudia Herr (84-93), Friedrich Grohe (Emeritus Trustee), Willem Zwart (98-00), Bill.

Meeting in New York City on 13th March, Back row, left to right: Philip Koralus (98-01), Krishna Tyagarajan (91-93), Tilly Grimes (97-01), Sid Goyal (06-08), Hugo Mahabir (77-79), Sitting, left to right: Emanuelle Kihm (85-89), Vinay Swamy (86-91), Olga Gonzalez (01-04), Bill, Lauren Russell (92-94), George Matthew (84-85), In front: Caleb Marcus Cain (92-95).

Meeting in Boston on 20th March: from left to right front row: Lisa Pawley (86-92), Frieda Gillespie (71-72), Veronique Rignault (74-76), Rajesh Ranganathan (88-91). Back row: Bill, Joel Vall Thomas (06-09), Liz Arthurs-Dyer (79-81), Darien Fitzgerald (79-82).

attention alumni in europe

I would like to organize similar gatherings in major European cities during the coming academic year. If you are interested in assisting with this (e.g. finding a venue, contacting Brockwood peers, arranging refreshments, etc.) please contact me at bill.taylor@brockwood.org.uk



ANNOUNCEMENTS

YOU GOTTA TRUST IT!

Brockwood bids farewell to Colin Foster, physics teacher and former Academic Director, who has lived and worked in the school for a total of 22 years and is leaving to pursue his own projects. He was recently interviewed about his life and time at Brockwood by mature student Pedro Lopez. The following is an extract from the interview and a response to Pedro's last question. The interview can be read in full on blog.brockwood.org.uk

Q: Is there anything you'd like to say before we finish?

A: Something I didn't say... The pressure to be normal, watch out for that pressure. If you get into that pressure too much the heart will go out of the place. And people and the place will survive, but there is a danger in a place like this that we just lose that extra feeling. And you see, what would be the danger, that people who are really interested in it won't come. They won't stay. And it is a danger. I'm not saying it is happening, but you've got to be on the ball all the time here. Otherwise the place will slip into that. And then you've lost it. It's almost impossible to get it back again. So I would say that. Watch out! Pressure to be normal, it is very strong. And Krishnamurti did not start this place just to be a normal school, or a normal place – obviously he didn't. But to do that, you gotta trust it! You gotta trust that what he's talking about actually works. And that's something that I've found, some people who were really interested and into Krishnamurti and the teachings, they find it difficult to trust it to the extent of putting their life into it. To trust it you must put your life into it. You know, people say 'but I trust it enough to put some work in, I read the teachings...' But I've found a number of people saying 'really, when you come to deal with the normal life, you gotta deal with it the normal way'. But you gotta trust it, or else it'll become an intellectual thing also, you won't get that trust just from reading the teachings. That trust, you gotta get it for yourself at some point. And I don't know how the hell that happens, but somehow there is something which, "if you do the right thing, it will all be alright." Now, when I say that to some of the trustees (laughs); you know, they don't like people saying it because they feel only someone who isn't responsible for the finances would say that. But for me, it is as true as the observer is the observed.



BAKING UP A BURSARY

Once again students spent long hours in the Brockwood kitchen baking up a fantastic array of breads and cakes to sell at the Petersfield Food Festival in order to raise money for the school's Bursary Fund. The sun shone, the crowds came, and the produce disappeared quickly, as locals came to learn that Brockwood wasn't just an odd little boarding school on the way to Winchester, but that it was the home for a good many charming young people from all over the world who knew how to bake a good focaccia. Students raised several hundred pounds for the Bursary Fund with this activity and had similar results with a Fun Run they organised a few weeks later for the same cause.

This is all part of an initiative to try and encourage greater student awareness of, and participation in, the

fundraising activities required to ensure bursaries are available each year. Around one third of our students receive some financial assistance from the Bursary Fund, which is set going at the beginning of each new academic year with a generous offer of a matching fund. The AG Educational Trust agrees to match any donation up to a total of £10,000 thus helping to get the ball rolling, the students baking, and even some senior staff running in order to make sure this offer is not missed out on. If you would like to help us match the money for the coming year please contact The Accounts Department at Brockwood (email: accounts@brockwood.org.uk / telephone +44 (0) 1962 771 744). Cheques and transfers should be made out to The Krishnamurti Foundation Trust and clearly tagged 'For the AG Matching Fund'. Many thanks!



OH! THE PLACES YOU'LL GO

Maya Lipman, *Staff*

I had hoped to write something that could adequately describe everything I have taken from Brockwood over the last seven years of my life, but I have found that my own words are somehow lacking. In which case, I have borrowed generously from Dr. Seuss and hope you will find meaning in his words in the way that I do. In a sense this is a dedication to all of us here: past, present and future.

"Congratulations!
Today is your day.
You're off to Great Places!
You're off and away!"

"You see this pen? This pen is Queen Elizabeth!" Before I knew what was happening, said pen was hurtling towards the dustbin. Despite his lower intermediate level of English, the student in question had found a way in which he could clearly express his lack of interest in anything to do with British history. Amidst visions of poor Elizabeth lying broken in the dustbin, I remember thinking that 1) well, at least his grammar was correct and, 2) possibly this was not the most successful class I had ever taught but that this was the beauty of teaching in a Krishnamurti school – this 'crisis' could be an opportunity

to open up a path of authentic communication between us: the educator was being educated.

"You have brains in your head.
You have feet in your shoes.
You can steer yourself any direction you choose.
You're on your own. And you know what you know.
And YOU are the guy who'll decide where to go."

That was some six years ago now, and since that time I have had the tremendous privilege of teaching and learning from a range of different classes and students at Brockwood. I have also worked with teachers whose experience, knowledge and sheer enthusiasm and joy for living and learning have fuelled my own passion for education. Whether I was learning culinary arts from across the globe, or shovelling freshly produced organic horse manure, or sweeping relentless piles of falling leaves, or hiking along the South Downs in the rain, or applying ice to a twisted ankle, or washing dishes, or discussing a drawing, or dancing around the assembly hall, or mopping up someone's tears, or having them mop up my own – everything I have been a part of at Brockwood has helped me to learn more about myself and relationship.

"You will come to a place where the streets are
not marked. Some windows are lighted.
But mostly they're darked.
A place you could sprain both your elbow and chin!
Do you dare to stay out? Do you dare to go in?
How much can you lose? How much can you win?"

Learning, it seems to me, is always changing and moving and Brockwood is a place where I have faced every challenge that has ever presented itself to me in my life. I have not always been able to meet those challenges fully, but I feel that the exposure I have had to K's teachings and to the incredible compassion and empathy of those around me has helped in ways that I will forever appreciate. I will leave here, like so many before me, with a heavy heart (and even heavier luggage) and a smile on my face – equally nervous and excited for what lies ahead.

"You'll get mixed up, of course, as you already know.
You'll get mixed up with many strange birds as you go.
So be sure when you step.
Step with care and great tact and remember that
Life's a Great Balancing Act.
Just never forget to be dexterous and deft.
And never mix up your right foot with your left."



Photo Courtesy: Arunima Rajkumar, Catharine Häitzmann, Jennifer Kowalewski