

Foundation Focus

The newsletter of the Krishnamurti Foundation of America and Oak Grove School

Volume III, Issue 2 of 3
April 2006

20 YEARS AFTER

The Krishnamurti Foundations come together to look again into the mirror of relationship

During the month of April, trustees of Krishnamurti Foundations around the world will come together in Ojai to renew their relationship with other, and what it means, twenty years after Krishnamurti's death, to be the trustees of his foundations. On April 29th and 30th, the public is invited to join them for a weekend of communication on the rural campus of Oak Grove School.

What is he trying to tell me?

The following is an excerpt from a talk given by Krishnamurti to the international trustees in Saanen, July 1982. It provokes as much now as it did then, and is perhaps the central question underlying this April's trustee meetings and the public Gathering on April 29th and 30th.

Krishnamurti poses the fundamental dilemma of what to provide for others, and how to work with their need to know. He establishes the persona of an everyday person investigating the teachings, and returning repeatedly to ask for what comes next.

So where am I now? I have to live in this world. I have to earn money. If I have a family, I have to support it. My wife isn't interested in all this. My children go to school, get more and more vulgar, coarse, insensitive, and I have no relationship with them. So I see the terrible mess I have made for myself and for others. Now how am I to awaken that intelligence so that I can deal with all this? I have read quite a bit, not only K but other books. I know a little bit of Indian philosophy, what the Buddhists have said. I am not specially interested in Christianity because there is no philosophy behind it, it is based on belief, faith and authority, so that doesn't very much appeal to me. So I realize that I am in this mess and I am asking myself what I am to do. How am I to awaken that intelligence that with clarity will deal with all these matters of relationship, and so on, and so on? So he says, 'Be aware. Be aware of the outside world, what is happening there, look at it without any bias'. I find that rather difficult but I am attempting to be aware of my prejudices, my conditioning. And I am becoming aware of my activities, my thoughts, my feelings, the fields of my insensitivity – I am rather vain, I am ambitious and so on. So I am discovering in myself the factors, the sources of my insensitivity and the beginning of this intelligence that is slightly creeping in. It is not in full bloom but it is beginning. And I begin to see actually the things that are not true in my life, the things that are rather false, hypocritical. So I begin to say, 'Is it possible not to be hypocritical, not to pretend, not to put on masks according to the environment, according to people I meet?' I see it is possible, and I begin to discard all this. I am beginning to realise that intelligence is not the denial of the false but rather the awareness of the false.

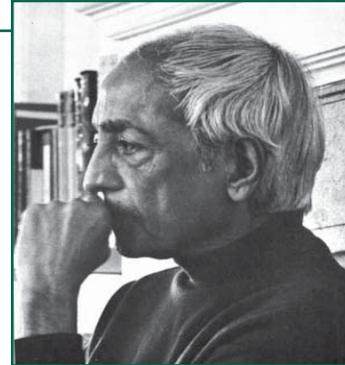
I am beginning to realise that the things I thought were valuable or had some significance, have actually no meaning at all. The values I have set for myself, the ideals, actually have no value, have no depth to them. That very perception that they have no depth to them makes

those that are false or of no significance fade away. I haven't struggled against them, said they were right or wrong, but the very perception that they have no meaning, that they are not true, that very perception is beginning to wipe away that which is not. So I am becoming – not becoming; yes, I will use the word "becoming" – I am becoming more and more aware, more and more alert, more and more watchful.

And he also says in that book something rather odd, which I don't quite understand. He says, 'Don't go through all this process, jump to it! Don't go step by step by step, that's a waste of time. In that step by step you can go on indefinitely discovering various forms of self-deception and so on'. So he says, 'Don't allow time between seeing and action'. And that to me is so extravagantly outside my field. So I am investigating what he means by that? So I begin to see the importance of perception and its relationship to action? That is my position. That is what I would state. That is what an ordinary person, which I am, would say, having come to that point and being stuck there. I go round and round in circles but I somehow am incapable of breaking that circle. So I ask you, who have written that book, or given those statements, 'What am I to do?' And he repeats the same thing: 'Don't rely on another'. He is perpetually throwing me against myself. So I am rather bored with that. I might say, 'Oh, go to hell, I am stuck and you don't help me'. And he says, 'Nobody can help you, no institutions, no organizations, no external authority or pressures of any kind can help you'. Do I listen to him? Or is my anxiety to break the circle so great that I am not even listening to what he is saying?

So I am there. I am not listening. And you come along and tell me to listen. When I have a serious problem with myself, wanting an answer, am concerned about the problem very deeply, I find myself incapable of listening. The problem is so biting, so deeply disturbing. And you say to me, 'Listen'. I can't. I don't know how to listen. But you have told me the action of listening and that seed has been sowed. So I am listening. I am learning. So I am doing the same thing, which he has warned me against – 'Don't allow time'. I think that I will learn listening, learn all about it, gradually, slowly, at my convenience. And he says, 'That is just a waste of time'.

So I have come to that point. Now proceed.



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FROM THE DESK OF THE EXECUTIVE DIRECTOR

WHY WE GATHER

During his lifetime Krishnamurti would often say he thought it was important that people who are interested in living differently gather occasionally to be together. This was no call to organize or communalize such people; rather, it was simply to afford a common ground for friendly exchange and dialogue.

Beginning in 1986, three months after Krishnamurti died, that first gathering was a spontaneous assembly of people who wanted to talk together and be together in the spirit of what drew them to the teachings. That year two hundred people sat under the oak trees and in the meadows to discuss their own perceptions of the teachings. The teachings truly became the teacher that year.

This year, the twentieth since the death of Krishnamurti, the KFA is hosting a two day International Gathering in Ojai, California, with a program on the theme "New Beginnings" that is rich in opportunities for person-to-person exchange and provocative panels and forums. The dates are April 29th and 30th and the location is the campus of Oak Grove School.

Twenty-one trustees from the Foundations in India, Spain, England, and USA will meet for ten days prior to the Gathering to exchange information and discuss their common problems and issues from a global perspective. The Gathering will include most of those trustees as panel members and speakers the weekend of April 29th and 30th.

As the decades pass there are fewer of the early Foundation trustees and friends of Krishnamurti for us to be with. This gathering is an opportunity to meet such people, ask questions, and explore together the profound issues of life and living that are the teachings.

The new archive exhibit "Krishnamurti: World Citizen World Teacher" will have its premier inauguration on April 29th, the opening day of the Gathering. It is planned this exhibit will tour the world and so this launch is a not-to-be-missed opportunity to experience graphically and pictorially the unfolding of the teaching and the teacher in the Twentieth Century. Audio tapes of the panels and forums will be available on order after the Gathering weekend.

I warmly invite all of you who can to come to Ojai at the end of April (see page 3 for further details on the Gathering).

— R.E. Mark Lee, Executive Director



UNIVERSITY STUDENT SUMMER STUDY PROGRAM DOUBLES ITS NUMBERS THIS JULY

An update from Mark Lee

The efforts of the KFA include the dissemination of Krishnamurti's teachings through educational work. The forthcoming second annual Summer Study Program for university students spans July 1–28, and we are very happy with the prospect of having 12 college students spending a relaxed four weeks on the campus of Oak Grove School in Ojai, studying the most illusive subject of all, themselves. Education, in the ancient meaning, is supposed to provide students with that opportunity but rarely does.

Show me where you can penetrate into the mystery that is yourself, without the benefit of a gimmick, a device, a method, or some step-by-step program that claims to make it easier. Many courses are available based on the idea of self-improvement. But the truth is we really don't know how to "see" ourselves, or how to get to know who we are directly, without the interference of experts, or authorities. The Summer Study Program mixes interactive dialogue with study of Krishnamurti's work through tapes and books. Each student received a syllabus and bibliography of all the videos and books used in this course to help them apply for college credit, if they choose. In addition, they are asked to complete a paper before the end of the program that can relate Krishnamurti's teachings to their personal lives or their college studies. During the four weeks, students can hike into the beautiful mountains and valleys that surround Ojai, or go to the beaches of Santa Barbara and Ventura. In the evenings, they share ideas and insights around a campfire under the night sky.

I hope you will help get the word out about the program. There are still some places available. The cost of \$1,300 includes all room and board, books and study materials. More information is available on our website at www.kfa.org, or call program director Richard Waxberg for a printed brochure (805-640-0532).

"I learned most importantly how to listen, or rather, I learned what it was that was preventing me from listening ... Beyond all of this, the program aided the rise of a greater awareness of consciousness that will continue to flower throughout my life."

— Peter Lane, 2005

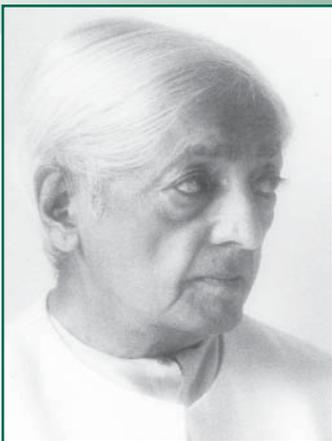


Photo: Mary Zimbalist

KFA HOSTS A TWO-DAY INTERNATIONAL GATHERING ON APRIL 29 & 30

This public event will feature speakers from Krishnamurti foundations across the world, and will take place at Oak Grove School in Ojai. The Gathering is **free of charge** and no reservations are necessary. There will be a modest charge for optional meals.

Schedule of Events

SATURDAY

- 8:30am Audio of a Krishnamurti talk - in the Oak Grove
- 10:00am Welcome and Introductions - Outdoor Pavilion
- 10:15am New Beginnings - a panel
 - Mary Cadogan, author & KFT trustee
 - Dr. P. Krishna, scientist, educator & KFI trustee
 - Javier Rodriguez, author & FKL trustee
 - Derek Dodds, KFA trustee
 - David Skitt, editor & KFT trustee - moderator
- 12:30pm Archive Exhibit in HS Student Center through 5:00pm
- 12:30pm Lunch (\$10, proceeds to OGS)
- 2:00pm New Beginnings Q&A
- 4:00pm Krishnamurti Video Showing, High School music room

SUNDAY

- 8:30am Audio of a Krishnamurti talk, in the Oak Grove
- 10:00am Welcome and Introductions, Outdoor Pavilion
- 10:15am Education For a New Generation - a forum
 - Dr. Satish Inamdar, educator, physician & KFI trustee
 - Ellen Hall, OGS Director
 - Gisèle Balleys, educator & KFT trustee
 - Rowan Frederick, alumnus, OGS / Brockwood Park
 - Paul Herder, OGS staff - moderator
- 12:30pm Archive Exhibit in HS Student Center through 5:00pm
- 12:30pm Lunch (\$10, proceeds to OGS)
- 2:00pm Education For a New Generation Q&A
- 4:00pm Krishnamurti Video Showing, High School music room
- 5:30pm High Tea, OGS Main House

For further information, please call Diane White: (805) 646-2726, ext. 20; or email: dialogue@kfa.org

The Board of Trustees of the KFA lost one of its retired members with the death of Milton Friedman in January, 2005. He joined the Board of Trustees in 1989 and served until 1992.

Mr. Friedman had been a White House speechwriter for Presidents Ford, Nixon, and Reagan and was responsible for arrangements in 1985 for Krishnamurti's visit to Washington D.C., and with Senator Claiborne Pell, his talk to the Congressional Clearinghouse on the Future in the U.S. Senate. His widely read article, "Is Washington Ready for J. Krishnamurti?" drew attention and contributed to the capacity audience at the Kennedy Center where Krishnamurti gave two talks in April 1985.

NEW ARCHIVE EXHIBIT PREVIEWS AT THE INTERNATIONAL GATHERING

Krishnamurti: World Citizen World Teacher

A free public exhibition of the life, times and teachings of Krishnamurti will be held on the grounds of the Oak Grove School on Saturday and Sunday, April 29th and 30th, the weekend of the International Gathering.

The public is invited to walk through a pathway of photographic panels that show rare archival photos of Krishnamurti and the timeline of historic scientific and cultural events during his lifetime (1895 - 1986). This rare glimpse into the context of his teachings transitions into a series of photographs and quotations, plus digital screenings. The exhibit is open Saturday and Sunday until 5:00 p.m.

More About the Exhibit

J. Krishnamurti was a teacher to the world in a way the world had not known before. For centuries saviors, mahatmas, redeemers, and great figures of religious history had teachings to convey but over many generations the purity of their message crystallized into rigid laws and beliefs for followers, believers, and adepts to convey to the masses. The hierarchy of religious organizations became entrenched.



Photo: Michael Mendizza

Out of the 20th Century came a voice from a silent mind; an unconditioned mind that represented a vast ocean of living intelligence. We call the words and mental images reflected by this ocean, "teachings" and the man who embodied this stillness, "the teacher". The teacher and the teachings is the unique way this silent ocean of intelligence mirrors personal and

world events throughout a human lifetime. The state of Krishnamurti's mind was and is that mirror—the teacher and his teaching.

World Citizen refers to his unique ability to be one with the many countries he visited over a lifetime and the state of mind that enabled him to expound in simple words the reality of a world not bound by tradition and the conditioning of the past. *World Teacher* refers to one man's experience and presence in the world as a living reflection of this vast intelligence.

Krishnamurti's life, his outer experience, is depicted on panels forming a circle, the circumference of which shows a timeline spanning Krishnamurti's own activities as well as historical and cultural world events during his lifetime.

Krishnamurti's inner experience is represented by the inner circle created by the same panels. The panels contain quotations, a reflection of that silent mind, at different moments throughout his life.

SUSTAINABILITY

“Sustainability” is a big word heard around campus these days. And for Oak Grove it resonates several ways. First and foremost, the school has been engaged in an all-out effort to focus on financial sustainability. This has required both inner and outer adjustments – first in terms of rigorous budgetary planning and then in terms of communicating our needs to all of you. We hope you are as inspired as we are by the positive results. Bit by bit, the school’s urgent needs are getting funded and we hope soon to be able to focus on some of the long term issues. These include plans to improve remuneration so we can keep our wonderful faculty, repair and improvement to the campus with its naturalistic, wooden buildings, and the deepening of the arts and environmental sciences for all grades.

OAK GROVE TENDS ITS GARDEN

Sustainability has also featured in our efforts to tend the land and provide working models for the children about the human impact on natural resources. The restoration of the greenhouse and elevated plant beds has enabled each lower and middle school class to grow its own organic produce (gladly incorporated into the school hot lunch program), to generate a supply line of nursery plants for a local wetlands restoration project, and to study the ways in which crop cultivation and nature can work together. The school’s demonstration garden now includes composting, design features that take advantage of solar gain and rainwater catchment, and the study of micro-environments, such as the “forest edge” section where flora, fauna and soil are engaged in a sustainable cycle that supports itself. Children learn in a deeply practical way what it means to commit to the care of the earth and all its living beings. The young gardeners aim to be harmless in their impact, to be conservative in their use of resources, and to pay attention to what nature already shows them.

THE TEACHERS ACADEMY: EXPLORING REVOLUTIONARY EDUCATION

As sustainability becomes a reality, Oak Grove will have more capacity to share its rich heritage and living experience as a relationship-based educational environment. This summer begins that effort with the inauguration of the first Teachers Academy, a three-week residential workshop for new or existing teachers. Thanks to a generous donor, we are thrilled to present this program which explores what Krishnamurti calls a revolution in education, a revolution that emphasizes self-understanding on the part of both teacher and student. The program is designed to explore the educational work of J. Krishnamurti and the critical and practical challenges of teaching within the classroom, including:

- Investigating conditioning
- Facilitating inquiry
- Enabling group process
- Exploring new levels of communication and observation
- Connecting with nature

Program dates are July 31 through August 18, and the program facilitator is Paul Herder, who is the Director of Teacher Development at Oak Grove School. Interested teachers or student teachers can call for information and fees at 805-646-8236, x217 or email him at paulherder@oakgroveschool.com. See page 6 for a related article.



INDIA ... O INDIA!

The spring newsletter wouldn't be complete without a report on the 12th grade trip to India. Once again, our students amazed us with their open-hearted quality and their astute observations. We're glad to share some of that with you.

100 Voices

A sea of beautiful brown faces sits in silence. A collective silence filled with breath and heartbeats. A low whining hum fills the air suddenly, breathing as the faces breathe. One quick word, a rustle of old pages, and the air changes. Voices in perfect harmony. Voices holding me up through my eardrums. I taste and breathe in the sound. A sea of beautiful pink mouths spews forth song. Completely foreign words filter through my head only to be interpreted as sound — as vibration. Individual noise fades into one collective hum. Song emerges.

Sticky air and light breezes are barely noticed as bodies are overcome. Overcome by the melody sweeping through, exotic and intoxicating. The vibration creates its own color, vibrant and saturating the air. A canvas absorbing vivid pigment. Colors that bend light and brain waves.

I feel suspended but not connected. I am unable to lend a voice; to join the swift creation of song. I may just be an inflection upon the perfect vibration. A pebble on the smooth wheel. Too foreign, too distant to grasp. I do not realize I am just another brown beautiful face.

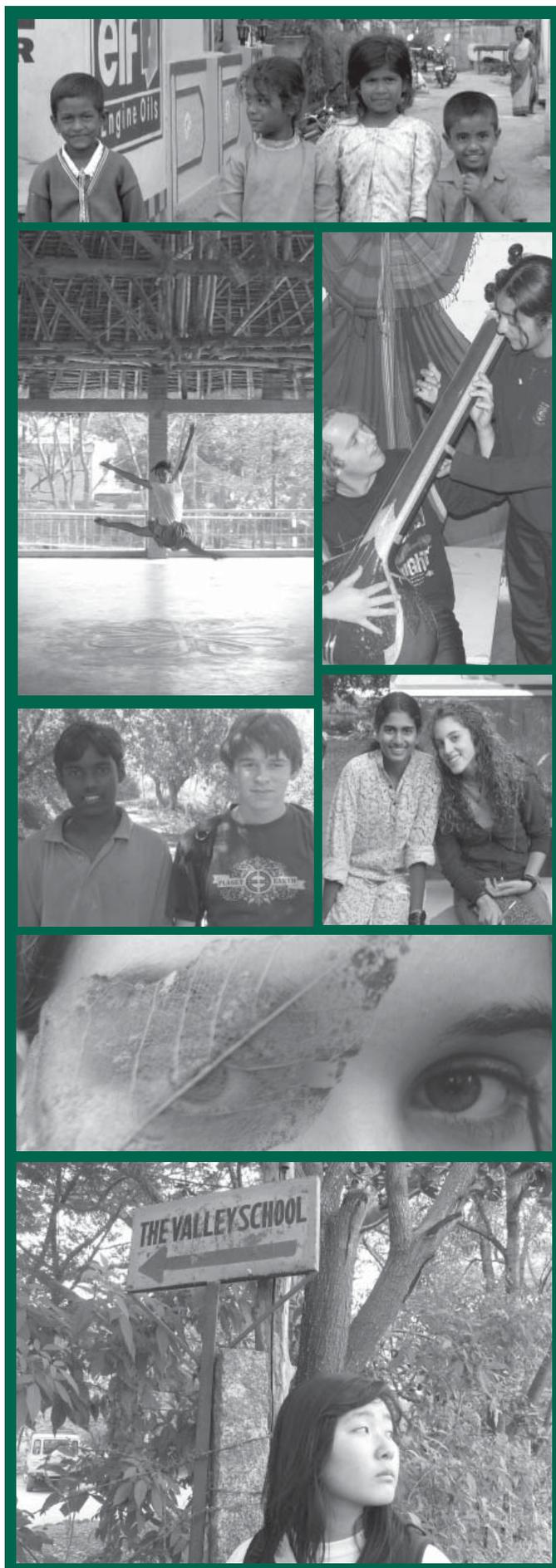
— Marcy Dalidd

I'm in India!

What I'm really trying to describe here is how in India, every tiny, insignificant detail is beautiful. Some things were utterly breathtaking: an iridescent snake curled around an orchid, fields of yellow and white love butterflies, stepping barefoot in muddy elephant tracks, hundreds of voices coming together every morning in song, a sky with more stars than ever before, being welcomed, fed, and appreciated by strangers who spoke no English, picking cranberry colored coffee that tasted like figs, our whole group talking in complete darkness, feeling so safe with every single person on the trip, watching my classmates unashamed to dance and sing in front of everyone, traveling thousands of miles only to end up exactly where we started, then realizing that the thing that had changed was us. Most of all I love the sounds. The jungle is ever present and penetrating there: lounging about we could still pick up on the fact that we were in the tropics. The birds, frogs and crickets all intoxicated us with their contagious cacophony of copulation and bliss.

Going to the beach with its brightly colored boats, being goofy, small kindnesses from everyone on the trip, singing musicals and having long discussions, hours spent in cars and on trains looking out over the living streets and villages, the faces of everyone there, the spices, smells, colors, textures that become so normal, the open minds and tempers, the respect, the love that is almost tangible, the rainforest — and every single moment I remembered 'I'm in India.'

— Juna Muller



Krishnamurti expanded the role of education beyond the goal of academic excellence and into a larger exploration of psychological conditioning and its implications in all aspects of life. This inquiry forms the basis for a different way of living, an awakening of intelligence that can bring about profound change in the individual and therefore in the order and development of society.

Krishnamurti's intent for the Oak Grove School was a totally unique and radical vision of education, and a school of this kind cannot be found anywhere else on the continent of North America. An educator in such a school is required to have passion, not just for the education of the young, but for self-awareness and exploring the whole process of conditioning and the complexities of intelligent relationship with life. Each of these requirements is a tall order, demanding, among other things, a living discontent with the status quo. This leads to a level of questioning that transforms conventional educational assumptions and norms. Finding and developing such uniquely dedicated and qualified teachers is an enormous challenge.

Good teachers can easily be found who are sympathetic to the culture of the school and its values. But these educators must then face the task of adjusting to a new system and approach as well as learn about the challenging and extremely subtle inquiry that is at the school's core.

The job of the Director of Teacher Development is to help teachers in this adjustment and inquiry as well as in the pursuit of educational excellence. Issues inevitably arise around authority, competition, fear and freedom in a learning atmosphere where conventional classroom management methodologies of reward and punishment are inappropriate. The school's strong emphasis on authentic relationship demands a great deal of sustained awareness. With this level of challenge the new teacher needs ongoing support.

Yet even with support, a teacher new to the school and to Krishnamurti's work cannot be expected to quickly or easily integrate much of its value or approach. An inquiry process at the level that Krishnamurti asked for demands a lot of energy and a fair amount of leisure. A new, full time teacher rarely has these things in abundance. It is therefore unrealistic to expect much creative insight (in Krishnamurti's sense of the word) in the classroom from a teacher who is faced with such a multitude of new and formidable challenges.

In light of this situation, the need for additional opportunities for the development of new teachers is obvious. The Oak Grove Teacher's Academy came about, in part, out of this need. The Academy also provides an opportunity for educators dedicated to other public or private schools, or for whom moving to Ojai is not an option, to spend time exploring the meaning and practice of Krishnamurti's approach to education.

The curriculum at the Teacher's Academy will enable the exploration of the relationship between Krishnamurti's insights and the realities of teaching skills and content. As there is no Krishnamurti instructional methodology, per se, the teachers at the Oak Grove employ an assortment of strategies and approaches that are complementary to his intent. Some of these approaches are based on what is generally classified as "Constructivist" or "progressive" methods. These practices are "student-centered" and "inquiry based" and reflect loosely affiliated pedagogical movements that aim to develop critical

thinking and communication skills in students. While these methods are complementary to Krishnamurti's approach and intent, by themselves they remain limited. Teachers at Oak Grove assimilate aspects of these approaches into their own unique blend of classroom practice.

Interestingly, the majority of leading pedagogical experts now see progressive education as noble in intention but a failure in practice. An influential number of these experts are "rediscovering" traditional educational practices. This swing of the pendulum is driven by the educational establishment's obsession with testing. Currently, there is fear in the political classes that the country is in the process of losing its competitive advantage, economically, scientifically and militarily. In the name of accountability, educators are under intense pressure to conform to state and national standards. Lacking a real understanding of the problem, educationalists are reverting to the familiar, to the known, abandoning the more creative progressive approaches and replacing them with mechanistic and authoritarian systems.

In fact, progressive teaching strategies fail because teachers are not encouraged to delve directly into the source of the problem, namely the challenge of the conditioned mind with its often unconscious assumptions about the nature of education and the socialization of the young. At Oak Grove, teachers are inquiring more deeply and therefore are in the process of creating a totally unique learning experience, one that values academic excellence as well as the freedom to explore the whole of life.

Krishnamurti provides the opportunity to transform constructivist or progressive education. For example, during the Academy we will look at how the progressive educational movement lacks an understanding of its fragmentary nature. For instance, many educators have grasped the fact that fear inhibits learning. Teachers foster a safe learning environment through modifying the teacher's role to that of a facilitator and attempting to be emotionally neutral or only positive in their dealings with student's contributions. But because teachers are not necessarily inquiring into their own lives and learning to question their inherited notions around authority, competition, or rewards and punishment, fear remains. In other words, the understanding that fear inhibits learning is limited, and at cross-purposes with other dynamics in the classroom environment.

The same observation is true with regard to the Constructivist practice of inquiry-based learning. Educators want the child to learn the value of questioning and independent thinking, but that inquiry is restricted to certain content areas of academic learning and not the whole of life. This says, in effect, that sustained inquiry doesn't really count in the complex and conflict-prone world of day-to-day human relationship. Therefore the effort to encourage inquiry fails by limiting the value of its application. Bringing holistic inquiry (inquiring into the whole of life as Krishnamurti intended) into the classroom is therefore a radical departure from inquiry-based education as it is practiced elsewhere.

The Oak Grove School was intended to be a place of educational revolution, a place where sanity and intelligence could emerge. In a society mired in self-interest and materialism there is no greater need than the development of talented and passionate educators for whom Krishnamurti's intent is taken to heart.

Paul Herder
Director of Teacher Development

Calendar of Events

International Gathering

Saturday and Sunday, April 29th & 30th
The Campus of Oak Grove School, Ojai, California

Includes new Archive Exhibit

Krishnamurti: World Citizen World Teacher

This public event will feature speakers from Krishnamurti foundations across the world, and will take place at Oak Grove School in Ojai. The Gathering is **free of charge** and no reservations are necessary. There will be a modest charge for optional meals. See page 3 for details. For further information, please call Diane White: (805) 646-2726, ext. 20; or email dialogue@kfa.org

SAVE THE DATES

Santa Sabina Dialogue Retreat

August 25 - 27, 2006

Ojai Fall Dialogue

October 6 - 9, 2006

Fees for the Dialogues include vegetarian meals, dialogues, video showings and a complimentary book or tape of Krishnamurti's teachings. For information, call Diane White at 805-646-2726, ext. 20; or email dialogue@kfa.org

Weekly Dialogues at the Krishnamurti Library Resume May 9th

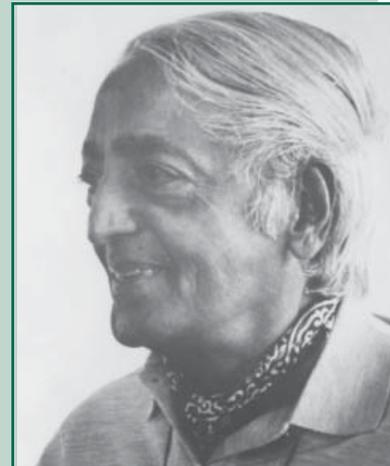
Dialogues: Tuesday evenings from 7:00 to 9:00 p.m.

All dialogues take place at the Krishnamurti Library, 1070 McAndrew Road in Ojai, California.

Self-study books and videos are available for use while at the Krishnamurti Library, 1:00 - 5:00 p.m., Wednesday through Sunday.

Meeting Life Anew

One of the things, it seems to me, that most of us eagerly accept and take for granted is the question of beliefs. I am not attacking beliefs. What we are trying to do is to find out why we accept beliefs; and if we can understand the motives, the causation of acceptance, then perhaps we may be able not only to understand why we do it, but also be free of it. One can see how political and religious beliefs, national and various other types of beliefs, do separate people, do create conflict, confusion, and antagonism—which is an obvious fact; and yet we are unwilling to give them up. There is the Hindu belief, the Christian belief, the Buddhist—innumerable sectarian and national beliefs, various political ideologies, all contending with one other, trying to convert one other. One can see, obviously, that belief is separating people, creating intolerance; is it possible to live without belief? One can find that out only if one can study oneself in relationship to a belief. Is it possible to live in this world without a belief—not change beliefs, not substitute one belief for another, but be entirely free from all beliefs, so that one meets life anew each minute? This, after all, is the truth: to have the capacity of meeting everything anew, from moment to moment, without the conditioning reaction of the past, so that there is not the cumulative effect which acts as a barrier between oneself and that which is.



— J. Krishnamurti

A Daily Quote from "The Book of Life"

To subscribe to the Daily Quote mailing list, send an email to dailyquote-join@jkrishnamurti.org

Challenge Appeal Ends June 30

Will you help us keep all our programs active?

No matter how large or small, making a donation now to either the KFA or Oak Grove School will help save us from painful cuts and keep our programs strong. You may designate your gift to your favorite program and know that it will be doubled up to a cap of \$100,000. Please consider a first time gift, or renew your contribution. For those who have already given this fiscal year, we thank you and offer this opportunity to make a second gift, if you wish.

April 1
\$400,000
Raised

June 30 Goal
\$600,000

\$750,000 =
Break Even
for KFA and
Oak Grove



P.O. Box 1560
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OAK GROVE SCHOOL

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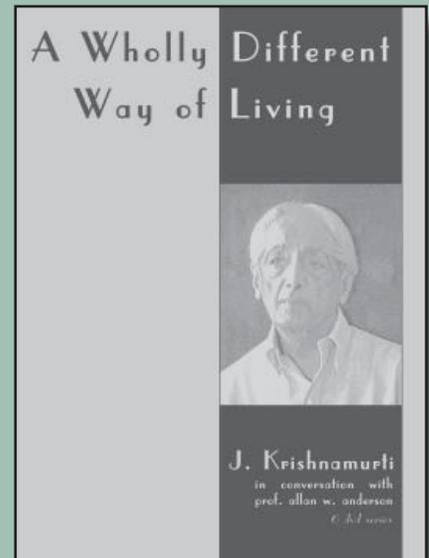
REACH OUT

In the coming months, staff from Krishnamurti Publications of America will be participating in international book fairs around the world, including the Cape Town Book Fair in South Africa, the Frankfurt Book Fair and the Beijing Book Fair. They will be negotiating new contracts and renewing old ones.

For those who are interested in downloading the teachings, you can now purchase downloads of full talks from www.learnoutloud.com. And don't forget that our own International Teachings website offers free streaming audio and video (go to www.jkrishnamurti.org).

GOOGLE (video.google.com) now provides access to free video streaming of Krishnamurti talks, also available on the International Teachings website.

To browse the complete catalog of Krishnamurti Publications of America, where you will find books, video and audio tapes, CDs and DVDs, visit www.kfa.org and click on "bookstore."



6-Disc DVD Series
Krishnamurti met with Professor Allan W. Anderson in 1974 for eighteen one-hour conversations that, because of their amiable rapport, many people consider their favorite source to study the entire scope of Krishnamurti's teachings.