

A sepia-toned portrait of J. Krishnamurti, an elderly man with white hair, wearing a light-colored striped shirt and a dark tie. He is gesturing with his hands near his face, with his right hand touching his forehead and his left hand open. The background is a soft, out-of-focus light color.

Krishnamurti

FOUNDATION TRUST

RESOURCES
ON EDUCATION

2026
EDITION

Table of Contents

INTRODUCTION.....	9
How to use this directory	9
Code format	10
Get involved.....	10
KRISHNAMURTI SCHOOLS.....	11
Talks and Discussions with Teachers	11
J. Krishnamurti RA69DT Can the mind function not in the old pattern?	11
J. Krishnamurti BR70DT The spirit of cooperation	11
J. Krishnamurti BR71DT1 Creating a good mind	11
J. Krishnamurti BR71DT2 Action and intelligence	11
J. Krishnamurti BR72DT1.1 The fountain of sanity	12
J. Krishnamurti BR72DT1.2 Do we collectively feel responsibility?	12
J. Krishnamurti BR72DT2.0 A flame of seriousness	12
J. Krishnamurti BR73DT1.2 Unconditioning yourself and the student while teaching	13
J. Krishnamurti BR73DT1.3 The place of knowledge	13
J. Krishnamurti BR73DT1.4 Sanity in an insane world	13
J. Krishnamurti BA74DT A relationship where teacher and taught don't exist.....	13
J. Krishnamurti GSB74DT01 The flame of responsibility	14
J. Krishnamurti GSB74DT02 Are we still working in the traditional field?	14
J. Krishnamurti GSB74DT03 Is it possible to produce students who will never be conditioned? ..	14
J. Krishnamurti GSB74DT04 Can we create an ambience that breaks conditioning?	15
J. Krishnamurti GSB74DT05 Can we bring about such intelligence that the mind is never conditioned?	15
J. Krishnamurti GSB74DT06 Creating an atmosphere of complete security	16
J. Krishnamurti GSB74DT07 Total responsibility	16
J. Krishnamurti GSB74DT08 The habit of conflict	16
J. Krishnamurti GSB74DT09 The art of listening, the art of seeing, the art of learning	17
J. Krishnamurti GSB74DT10 Listening and ending	17
J. Krishnamurti GSB74DT11 Awakening the flame of orderliness and intelligence	17
J. Krishnamurti ML75DT Creating stability and security	18
J. Krishnamurti BR76DT1 What is my relationship with the students?	18
J. Krishnamurti BR76DT2 How do you bring about order without authority?.....	18
J. Krishnamurti BR76DT3 In the ending of violence is the flowering of intelligence	19
J. Krishnamurti BR76DT4 Intelligence is to see something very clearly and act instantly	19
J. Krishnamurti BR76DT5 Investigating fear	19
J. Krishnamurti BR76DT6 Do we see the importance of the radical transformation of the human mind?	20
J. Krishnamurti OJ77DT1 How does one help a child to understand the immense problem of conditioning?	20
J. Krishnamurti OJ77DT2 Is it possible to bring about a different human being through right education?	21
J. Krishnamurti OJ77DT3 How will you help a child not to have fear?	21
J. Krishnamurti OJ77DT4 Observation is partial when you identify with a group	22
J. Krishnamurti BR78DT1 What is intelligent action?	22
J. Krishnamurti RV78DT1 Is there a way of living not based on thought?	22
J. Krishnamurti RV78DT2 Learning the art of attention	23
J. Krishnamurti RV78DT3 How will you, as educators, help the student to listen?.....	23
J. Krishnamurti RV78DT4 What will bring about total relationship in our life?	24

J. Krishnamurti RV78DT5 What is our responsibility as educators and human beings?	24
J. Krishnamurti RV78DT6 How can we bring about human beings who are flowering deeply?	24
J. Krishnamurti RV78DT7 How will you bring about a group of people who are helping each other to uncondition themselves?	25
J. Krishnamurti BR79DT2.1 The relationship between teacher and student	25
J. Krishnamurti BR79DT2.2 We have divided life as the outer and the inner	25
J. Krishnamurti BR79DT2.3 The art of listening	26
J. Krishnamurti BR80DT2.1 Do we want a children's school at Brockwood?	26
J. Krishnamurti BR80DT2.2 Do we think together?	26
J. Krishnamurti BR80DT2.3 On cooperation and feeling isolated	26
J. Krishnamurti BR80DT2.4 Investigating the burden of anxiety	27
J. Krishnamurti BR80DT2.5 On being limited and having problems	27
J. Krishnamurti BR80DT2.6 Where there is a psychological image you inevitably produce conflict	28
J. Krishnamurti BR80DT2.7 Do we want a school where leisure is used for a serious purpose?	28
J. Krishnamurti BR80DT2.8 What is the intention of Brockwood if we don't have young students?	28
J. Krishnamurti BR81DT1 What place has knowledge in life?	28
J. Krishnamurti BR81DT2 Is it possible to end conflict?	29
J. Krishnamurti BR81DT3 Is there a deep change taking place in us?	29
J. Krishnamurti BR81DT4 Leisure	29
J. Krishnamurti BR81DT5 What is the quality of your mind?	30
J. Krishnamurti BR81DT6 Individuality	30
J. Krishnamurti BR82DT To educate is to bring about a new generation	30
J. Krishnamurti BR83DT.1 Helping the students to meet the violence in the world	31
J. Krishnamurti BR83DT.2 Why can't we think together?	31
J. Krishnamurti RV83S1 Why are you educating your children?	31
J. Krishnamurti RV83S2 From whom are we learning?	32
J. Krishnamurti OJ85DT2.0 Education, fear and breaking the cycle of time	32
J. Krishnamurti RV85DT2 Can education bring a holistic way of living?	33
J. Krishnamurti RV85DT3 If you stand alone you are related	33
J. Krishnamurti RV85DS2 Thinking about myself all day long	33
J. Krishnamurti RV85S1 Are we bringing about good brains in our schools?	34
J. Krishnamurti RV85S2 The origin of life, the brain and the mind, and goodness	34
Talks and Discussions with Students	35
J. Krishnamurti RA65TS1 Why are you being educated?	35
J. Krishnamurti RA65TS2 You can understand yourself very simply when you are quiet	35
J. Krishnamurti RA65TS3 Why does one have to have order in life?	35
J. Krishnamurti RA65TS4 To understand death we must understand living	36
J. Krishnamurti RA67TS1.1 We must create a new social structure	36
J. Krishnamurti RA67TS1.2 Is it possible to bring about the unity of man?	37
J. Krishnamurti RA67TS1.3 The world is divided by ideas and ideologies	37
J. Krishnamurti RA69TS1 The world is on fire, what is one to do?	37
J. Krishnamurti RA69TS2 Knowledge and love	38
J. Krishnamurti RA69TS3 Great freedom is needed to perceive truth	38
J. Krishnamurti RV78DS1 Don't compare yourself with anybody	38
J. Krishnamurti RV78DS2 Do you see the importance of not being frightened?	39
J. Krishnamurti RV78DS3 Can you observe your thinking?	39
J. Krishnamurti RV78DS4 To behave rightly is to have consideration and respect	39
J. Krishnamurti RV78DS5 Look at the human being, not the word	40
J. Krishnamurti RV78DS6 Intelligence is total security	40
J. Krishnamurti RV78DS7 Love means having no fear	41
J. Krishnamurti RV79DS1 To be sensitive is to be aware of what you are doing	41
J. Krishnamurti RV79DS2 Do you lead a life of hypocrisy?	41
J. Krishnamurti RV79DS3 Can you be free of the image?	42
J. Krishnamurti RV79DS4 Do you have confidence or trust in anybody?	42
J. Krishnamurti RV80DS1 What happens when you are concerned only with yourself?	42
J. Krishnamurti RV80DS2 Are you aware of what is happening in the technological world?	43
J. Krishnamurti RV80DS3 Thinking about the future causes fear	43
J. Krishnamurti RV80DS4 Freedom, responsibility and discipline	43
J. Krishnamurti RV80TSS Short talks given by Krishnamurti and Indira Gandhi	44

J. Krishnamurti RA81DS1 Learning and sorrow.....	44
J. Krishnamurti RA81DS2 You become insensitive if you get used to anything	44
J. Krishnamurti RV81DS1 Have you ever asked yourself what knowledge is?	45
J. Krishnamurti RV81DS2 Will you be responsible not to be corrupt?	45
J. Krishnamurti BR82DSS1.1 Can you live without a single problem?	45
J. Krishnamurti RV82DS1 Have you noticed how your brain is conditioned?.....	46
J. Krishnamurti RV82DS2 Discipline means to learn	46
J. Krishnamurti RV82DS3 What are the factors which bring about a deterioration of the brain?	46
J. Krishnamurti RV83DS1 What is your future?	47
J. Krishnamurti RV83DS2 The function of an educator is to help students have a good academic brain and be good human beings.....	47
J. Krishnamurti RV83DS3 Where do I look to see what I am?.....	48
J. Krishnamurti RV83DS4 Why do images about oneself and others arise?	48
J. Krishnamurti RV84DS1 Can we stop thinking about ourselves?	48
J. Krishnamurti RV84DS2 The brain is always recording	49
J. Krishnamurti RV84DS3 What is the cause of corruption?.....	49
J. Krishnamurti BR85DS1.1 What was your background like?	49
J. Krishnamurti BR85DS1.2 There is freedom when there is learning.....	50
J. Krishnamurti BR85DS1.3 Isn't comparison a form of violence?.....	50
J. Krishnamurti RV85DT1 A different human being	50
J. Krishnamurti RV85DS1 What is the taste of fear?	50
School Discussions	52
J. Krishnamurti BR69DSS1 Freedom, peace and compassion	52
J. Krishnamurti BR69DSS2 How do we awaken intelligence?.....	52
J. Krishnamurti BR69DSS3 Living without harming	52
J. Krishnamurti BR69DSS4 An awareness in which 'to be' is non-existent	52
J. Krishnamurti BR69DSS5 Authority, freedom, intelligence and responsibility	53
J. Krishnamurti BR69DSS6 There is no prejudice in awareness	53
J. Krishnamurti BR69DSS7 At what time should we go to bed?	53
J. Krishnamurti BR69DSS8 Do you know that society and friends influence you?.....	53
J. Krishnamurti BR69DSS9 Do you see the danger of fragmentation?	54
J. Krishnamurti BR69DSS10 Pleasure, fear and love	54
J. Krishnamurti BR70DSS Feeling secure	54
J. Krishnamurti BR72DSS1.01 Are you revolutionary?	55
J. Krishnamurti BR72DSS1.02 You can live without an image	55
J. Krishnamurti BR72DSS1.03 The trap of mediocrity	55
J. Krishnamurti BR72DSS1.04 Refreshing the mind.....	56
J. Krishnamurti BR72DSS1.05 Prejudice	56
J. Krishnamurti BR72DSS1.06 What am I?.....	56
J. Krishnamurti BR72DSS1.07 Fragmentation.....	56
J. Krishnamurti BR72DSS1.08 Seeing a fact together.....	57
J. Krishnamurti BR72DSS1.09 The danger of hurts	57
J. Krishnamurti BR72DSS1.10 Love and beauty	57
J. Krishnamurti BR72DSS2.1 Why Brockwood exists.....	58
J. Krishnamurti BR72DSS2.2 Division is deadly	58
J. Krishnamurti BR72DSS2.3 Communication without the blockage of images	58
J. Krishnamurti BR72DSS2.4 Is life a battle?.....	59
J. Krishnamurti BR72DSS2.5 Fear of death.....	59
J. Krishnamurti BR72DSS2.6 What is your responsibility in a sick society?.....	59
J. Krishnamurti BR72DSS2.7 Listening without resistance.....	60
J. Krishnamurti BR73DSS Don't be smothered by the world	60
J. Krishnamurti BR73DSS1.01 What place has knowledge in the transformation of society and man?.....	60
J. Krishnamurti BR73DSS1.02 Images in relationship	60
J. Krishnamurti BR73DSS1.03 The pressure of authority.....	61
J. Krishnamurti BR73DSS1.04 Affection and responsibility	61
J. Krishnamurti BR73DSS1.05 Meditation	61
J. Krishnamurti BR73DSS1.06 Perpetual learning is real revolution	62
J. Krishnamurti BR73DSS1.07 Wanting to be different is still the same	62

J. Krishnamurti BR73DSS1.08 Total attention	62
J. Krishnamurti BR73DSS1.09 Living sanely in this insane world	63
J. Krishnamurti BR73DSS1.10 Love, relationship and images - 1	63
J. Krishnamurti BR73DSS1.11 Love, relationship and images - 2	63
J. Krishnamurti BR73DSS1.12 Pleasure and pain	64
J. Krishnamurti BR74DSS1.1 The nature of compulsion	64
J. Krishnamurti BR74DSS1.2 Never to be hurt	64
J. Krishnamurti BR74DSS1.3 Thought creates fear	65
J. Krishnamurti BR74DSS1.4 The problem of influence	65
J. Krishnamurti BR74DSS1.5 Consciousness and attention	65
J. Krishnamurti BR74DSS1.6 Death and intelligence	66
J. Krishnamurti BR74DSS1.7 The field of thought	66
J. Krishnamurti BR74DSS1.8 Order and disorder	66
J. Krishnamurti BR75DSS1.01 Freedom to learn	67
J. Krishnamurti BR75DSS1.02 Authority and influence	67
J. Krishnamurti BR75DSS1.03 What is the most important thing in life?	67
J. Krishnamurti BR75DSS1.04 Excellence	68
J. Krishnamurti BR75DSS1.05 Like and dislike	68
J. Krishnamurti BR75DSS1.06 Meditation and yoga	68
J. Krishnamurti BR75DSS1.07 Thinking	68
J. Krishnamurti BR75DSS1.08 The untidy mind	69
J. Krishnamurti BR75DSS1.09 What silence is	69
J. Krishnamurti BR75DSS1.10 Death and ending	69
J. Krishnamurti BR75DSS1.11 What will change man?	70
J. Krishnamurti BR75DSS1.12 The superficial mind	70
J. Krishnamurti BR75DSS1.13 Respect	70
J. Krishnamurti BR75DSS1.14 The whole content of my consciousness is me	70
J. Krishnamurti BR75DSS1.15 Knowledge does not change man	71
J. Krishnamurti BR76DSS2.1 Acting without contradiction	71
J. Krishnamurti BR76DSS2.2 Is there a different way of helping the student to learn?	71
J. Krishnamurti BR76DSS2.3 What is love?	72
J. Krishnamurti BR76DSS2.4 If you radically, psychologically change, you affect the consciousness of the world	72
J. Krishnamurti BR76DSS2.5 Inward flowering	73
J. Krishnamurti BR76DSS2.6 Can the constant movement of thought come to an end?	73
J. Krishnamurti BR77DSS1.1 Sex, money, power and relationship	73
J. Krishnamurti BR77DSS1.2 Order, influence, intelligence and watching	74
J. Krishnamurti BR77DSS2.1 What is the common factor amongst all of us?	74
J. Krishnamurti BR77DSS2.2 Are you aware that you are conditioned?	74
J. Krishnamurti BR77DSS2.3 Freedom, authority and responsibility	75
J. Krishnamurti BR77DSS2.4 Why does the brain register?	75
J. Krishnamurti BR77DSS2.5 Is there a way of living with no shadow of fear?	76
J. Krishnamurti BR77DSS2.6 The difference between duty and responsibility	76
J. Krishnamurti BR77DSS2.7 The importance of living a life that is whole, not fragmented	77
J. Krishnamurti BR77DSS2.8 Can the brain be aware of its movement of accumulation?	77
J. Krishnamurti WO78DSS1 The purpose of a Krishnamurti school	77
J. Krishnamurti WO78DSS2 Is it possible to be free of pressure?	78
J. Krishnamurti WO78DSS3 The arts of listening and learning	78
J. Krishnamurti BR78DSS1.1 Can you give equal importance to all the things in your life?	79
J. Krishnamurti BR78DSS1.2 Can thought bring about a life that is totally harmonious?	79
J. Krishnamurti BR78DSS1.3 What is the essence of relationship?	79
J. Krishnamurti BR78DSS1.4 Can you learn about yourself totally independently from others?	80
J. Krishnamurti BR78DSS1.5 Why do we make sex into a problem?	80
J. Krishnamurti BR78DSS2.1 Is there an awakening of intelligence in you?	80
J. Krishnamurti BR78DSS2.2 Intelligence is not personal	81
J. Krishnamurti BR78DSS2.3 Desire	81
J. Krishnamurti BR78DSS2.4 The flame of discontent	81
J. Krishnamurti BR79DSS1.1 Preoccupation and security	82
J. Krishnamurti BR79DSS1.2 On being good	82
J. Krishnamurti BR79DSS1.3 What has man made of himself psychologically?	82

J. Krishnamurti BR79DSS1.4 What is the purpose of life?	83
J. Krishnamurti BR79DSS1.5 Why is the mind always occupied?	83
J. Krishnamurti BR79DSS1.6 Thinking together	83
J. Krishnamurti BR79DSS2.1 Freedom and responsibility	83
J. Krishnamurti BR79DSS2.2 What does it mean to live an intelligent life?	84
J. Krishnamurti BR80DSS1.1 Intelligence is to observe authority not revolt against it	84
J. Krishnamurti BR80DSS1.2 Are we helping each other not to be mediocre?	85
J. Krishnamurti BR80DSS1.3 What is desire and what is thinking?	85
J. Krishnamurti BR80DSS1.4 Is there such thing as right action?	85
J. Krishnamurti BR80DSS2.1 Is it possible to grow up without any kind of fear?	86
J. Krishnamurti BR80DSS2.2 Why don't we flower?	86
J. Krishnamurti BR80DSG2.0 Thought is the beginning of desire	86
J. Krishnamurti BR81DSS1 Why are we being educated?	87
J. Krishnamurti BR81DSS2 Thought and knowledge	87
J. Krishnamurti BR81DSS3 Why haven't we been able to resolve our problems?	87
J. Krishnamurti BR82DSS1.2 Opposites	88
J. Krishnamurti BR82DSS1.3 Is there energy which is not at all wasted?	88
J. Krishnamurti BR82DSS1.4 What are the factors that bring about a good human being?	88
J. Krishnamurti BR82DSS2.1 Love has no hurt	89
J. Krishnamurti BR82DSS2.2 Self-centredness	89
J. Krishnamurti BR82DSS2.3 Discovering something totally new	89
J. Krishnamurti BR83DSS1.1 What are the factors of jealousy?	89
J. Krishnamurti BR83DSS1.2 What will you do to have peace in the world?	90
J. Krishnamurti BR83DSS1.3 Conflict is a wastage of energy	90
J. Krishnamurti BR83DSS1.4 Can our brains not be programmed?	91
J. Krishnamurti BR83DSS1.5 How will you stop being mediocre?	91
J. Krishnamurti BR83DSS1.6 What makes the brain deteriorate?	91
J. Krishnamurti BR83DSS2.0 Supreme intelligence is to have no illusions	92
UNIVERSITIES	93
Talks and Discussions with Young People	93
J. Krishnamurti BN68TYP1 Psychological revolution without time	93
J. Krishnamurti BN68DYP1 A mind caught in thought	93
J. Krishnamurti BN68TYP2 Fear and awareness	93
J. Krishnamurti BN68DYP2 A life without fragmentation	94
J. Krishnamurti BN68TYP3 Meditation, virtue, love and order	94
J. Krishnamurti BN68S A way of living that cannot be taught by another	94
J. Krishnamurti CL68TYP1 A radical transformation in the psyche itself	95
J. Krishnamurti CL68TYP2 Thought is the cause of fear	95
J. Krishnamurti CL68DYP1 Freedom of choice is not freedom	96
J. Krishnamurti CL68DYP2 Learning is action	96
J. Krishnamurti CL68DYP3 Is it possible to end the thousand yesterdays?	96
J. Krishnamurti CL68DYP4 Can the mind be free of thought?	97
J. Krishnamurti CL68CHS Authority is destructive	97
J. Krishnamurti CL68DYP5 The mind that is free of authority is a very intense, alive mind	97
J. Krishnamurti CL68TYP3 The benediction of meditation	98
J. Krishnamurti BK69T1 Can the mind be free?	98
J. Krishnamurti BK69T2 Thought sustains fear and pleasure	98
J. Krishnamurti BK69T3 Life, death and love	99
J. Krishnamurti BK69T4 True revolution	99
J. Krishnamurti SD70T1 How does one learn about oneself?	99
J. Krishnamurti SD70T2 Can the human mind be completely free of fear?	100
J. Krishnamurti SD70T3 Understanding meditation requires order	100
J. Krishnamurti SD70DYP How can the mind free itself of its accumulated violence?	100
J. Krishnamurti SD70T4 What is meditation?	101
J. Krishnamurti SD71DYP1 Can human beings radically bring about in themselves a psychological revolution?	101
J. Krishnamurti SD71DYP2 A possibility of change	101

J. Krishnamurti MA84DYP1 It is more important to understand violence than to become non-violent	102
J. Krishnamurti MA84DYP2 What is the relationship between highly educated, specialised people and the rest of the world?	102
J. Krishnamurti BO84IIT What place has knowledge in human relationship?	103
J. Krishnamurti MA85DYP What causes war? A discussion with IIT students	103
OTHERS	104
J. Krishnamurti OJ66DS To live peacefully requires right education	104
J. Krishnamurti SA67DT1 Can the educator and the educated learn together?	104
J. Krishnamurti SA67DT2 A different kind of education	104
J. Krishnamurti SA67DT3 Discipline, freedom and comparison	105
J. Krishnamurti SA67DT4 How do you bring about feeling of non-comparison?	105
J. Krishnamurti SA67DT5 Radical mutation takes place when there is no comparison or pattern for change	105
J. Krishnamurti SA67DT6 Bringing about a deeper, wider feeling for life	106
J. Krishnamurti SA67DT7 Living in this world, what am I to do?	106
J. Krishnamurti LO67DSG3.1 How will you live a different kind of life?	107
J. Krishnamurti LO67DSG3.2 What are we educated for?	107
J. Krishnamurti ML70I A short interview about the future of the foundations and schools	107
J. Krishnamurti SA70DYP1 What is your vocation?	108
J. Krishnamurti SA70DYP2 How do you know you are confused?	108
J. Krishnamurti BR71FCLW Can you live that way?	108
J. Krishnamurti SD72CA2 What is the point of education?	108
J. Krishnamurti BR74FPL Problems of living	109
J. Krishnamurti OJ75IFH Interview on education by Fred Hall	109
J. Krishnamurti OJ77D3 Education and conditioning	110
J. Krishnamurti SA77D3 Education, meditation and death	110
J. Krishnamurti OJ78FOE Krishnamurti On Education	110
J. Krishnamurti BR79CJLD2 Why do we get educated?	110
J. Krishnamurti US80WOL Ways of Learning - Reflections on the Oak Grove School	111
J. Krishnamurti OJ81FOG The Oak Grove School: An exploration of learning	111
J. Krishnamurti OJ81FQA Krishnamurti on education: The quality of attention	111
PODCAST AND EXTRACTS	112
The Krishnamurti Podcast	112
Ep. 45 - On education - Krishnamurti interviewed by Fred Hall	112
Ep. 62 - Krishnamurti on Education	112
Ep. 151 - Krishnamurti on Krishnamurti Schools	112
Ep. 160 - Krishnamurti on Learning	113
Ep. 177 - Krishnamurti on Teaching	113
Extracts	115
Analysis/Action	115
Attention/Inattention	115
Brain/Body/Heart	115
Educating/Oneself	115
Education	115
Education/Child	115
Education/Children	115
Education/Children/Intelligence/Freedom	115
Education/Children/Money	116
Education/Children/World	116
Education/History	116
Education/Krishnamurti schools	116
Education/Krishnamurti schools/Elitism	116
Education/Problems	116
Education/Teacher/Children/Behaviour	116

Education/Teacher/Taught	116
Education/Violence	116
Educator/Educated	116
Effort	117
Intelligence/Body	117
Learning	117
Learning/Acting	117
Learning/Oneself	117
Love/Children	117
Mind	117
Observation/Seeing	117
Observer	117
Observing/Choice	117
Profession	117
Reward/Punishment	118
Teacher	118
Teacher/Authenticity	118
Teacher/Disciple	118
Teacher/Student	118
Understanding/Oneself	118
War	118

Introduction

The official Krishnamurti YouTube channel began in 2006. Since then, Krishnamurti Foundation Trust has been solely responsible for managing and producing its entire content of over 2,000 videos and audio recordings carefully stored in our state-of-the-art archives at Brockwood Park, UK. Every week, we continue to publish a previously-unreleased full-length audio recording, and a new topical video extract. All our content is offered free of charge and without adverts.

The Krishnamurti Foundation Trust Channel on YouTube started in 2011 and contains thousands of extracts carefully selected by the Foundation staff, as well as all the episodes of *The Urgency Of Change* Krishnamurti Podcast. These podcasts are available on Apple Podcasts, the Krishnamurti Foundation Trust website, YouTube, and all major podcast platforms. Transcripts are available for many of the episodes at kfoundation.org/podcast.

This directory contains information about, and direct links to, the video and audio recordings of J. Krishnamurti related to the topic of **education** and/or recorded in educational settings. They are currently on [J. Krishnamurti - Official Channel](#) and/or the [Krishnamurti Foundation Trust Channel](#). Many more recordings will be added in the future and will be included in updated versions of the directory.

How to use this directory

You can consult the directory on a computer, tablet or phone and perform a word search to get information about recordings on specific topics. For phones and tablets, you might need to download a PDF reader app which allows word search. On a computer you can use **CTRL + F** (Windows) or **COMMAND + F** (Mac) when the document is opened to activate the search function.

You can directly go to a specific extract, full length recording or podcast episode by clicking on the link in the Table of Contents.

At the bottom of every page you will find [Click here to return to the Table of Contents](#) which allows you to go back to the beginning of the Table of Contents from anywhere in the document.

To watch or listen to a recording on YouTube, click on the links provided. Your device needs to be connected to the internet. To enable subtitles in YouTube, click on the gear icon (Settings), then select 'Subtitles/CC' and the language desired. Please note that auto-generated subtitles will contain errors.

Code format

Events

SA80T3 = Saanen 1980 Public Talk No. 3

BR75D4 = Brockwood Park 1975 Public Discussion No. 4

Extracts

AM69T4-SQ01 = Amsterdam 1969 Public Talk No.4 *Spoken Question* No.1

MA8182Q1-WQ04 = Madras 1981-82 Question & Answer Meeting No. 1 *Written Question* No. 4

OJ79T6-EX01 = Ojai 1979 Public Talk No. 6 *Extract* No. 1

Most common places

AM: Amsterdam, Netherlands

BA: Bangalore, India

BE: Benares, India

BK: Berkeley, USA

BO: Bombay (Mumbai), India

BR: Brockwood Park, England

CC: Calcutta (Kolkata), India

CL: Claremont, USA

CO: Colombo, Sri Lanka

LO: London, England

LS: Los Alamos, USA

MA: Madras (Chennai), India

ML: Malibu, USA

ND: New Delhi, India

NY: New York, USA

OJ: Ojai, USA

RA: Rajghat, India

RV: Rishi Valley, India

SA: Saanen, Switzerland

SF: San Francisco, USA

Event types

C: Conversation

D: Public Discussion

DS: Discussion with Students

DSG: Discussion with Small Group

DSS: Discussion with Staff and Students

DT: Discussion with Teachers

DYP: Discussion with Young People

F: Film

I: Interview

Q: Public Question & Answer Meeting

T: Public Talk

TS: Talk to Students

Get involved

Our videos are translated by volunteers from all over the world. If you would like to help us with translating subtitles, please contact us at digital@kfoundation.org

For more information on the work and activities of the Foundation, including dozens of featured articles delving deeper into Krishnamurti's teachings, an introduction to Krishnamurti, a comprehensive Index of Topics, and information on [Brockwood Park](#) and [The Krishnamurti Centre](#), please visit kfoundation.org

Krishnamurti Schools

Talks and Discussions with Teachers

J. Krishnamurti RA69DT Can the mind function not in the old pattern?

Audio - 92 minutes - Rajghat - 28 November 1969

Summary

How is it possible to awaken intelligence in the student?

There is no freedom; you are always carrying the past with you.

If the eyes are always looking with the past, you cannot see anything new.

Can the brain have complete security without resorting to something that is totally illusory?

Living in the past is destructive.

Can we create an atmosphere where students feel completely secure and don't go back to false securities?

Any form of movement to seek security will inevitably bring insecurity

The state of non-movement is complete security.

J. Krishnamurti BR70DT The spirit of cooperation

Audio - 60 minutes - Brockwood Park - 28 August 1970

Summary

What does it mean to cooperate without losing one's integrity?

We want a place here where people meet and discuss intelligently, and go into all we have talked about for 45 years.

How can we work together if we are functioning on the principle of like and dislike?

Austerity implies cooperation.

J. Krishnamurti BR71DT1 Creating a good mind

Audio - 71 minutes - Brockwood Park - 16 September 1971

Summary

A new human being who will create a new society.

What are we responsible towards?

How will you create a good mind?

Receiving students at the school.

Care, respect and trust.

For staff and students, Brockwood is your home.

A place that's alive and burning, not lovey-dovey.

Series: J. Krishnamurti BR71DT1-2 An intelligent mind

J. Krishnamurti BR71DT2 Action and intelligence

Audio - 79 minutes - Brockwood Park - 18 September 1971

Summary

How will we bring about harmony not dependent on environment or reward and punishment?

Order.

Behaviourists.

Action and intelligence.

What is the intelligent mind's relationship to property?

Series: [J. Krishnamurti BR71DT1-2 An intelligent mind](#)

[J. Krishnamurti BR72DT1.1 The fountain of sanity](#)

Audio - 74 minutes - Brockwood Park - 26 May 1972

Summary

Right relationship between the educator and the student.

What is it we all want Brockwood to be?

Sanity in ourselves and in the students.

Verbal meanings and perception of truth.

Instant realisation of the danger of insanity.

Why does the mind refuse to see the danger of conclusion?

The seed of truth, the fountain of sanity.

Series: [J. Krishnamurti BR72DT1.1-1.2 Sanity and responsibility](#)

[J. Krishnamurti BR72DT1.2 Do we collectively feel responsibility?](#)

Audio - 90 minutes - Brockwood Park - 7 June 1972

Summary

Collectively and cooperatively, what is it that we want to do here?

Am I capable of investigating what intelligence is?

Why do you have prejudices?

Responding to facts.

Intelligence is a state of mind in which division as prejudice is burnt out of me.

Sloppiness in the students.

Do we collectively feel responsibility?

Student reports.

If you see something, burn with it.

Series: [J. Krishnamurti BR72DT1.1-1.2 Sanity and responsibility](#)

[J. Krishnamurti BR72DT2.0 A flame of seriousness](#)

Audio - 77 minutes - Brockwood Park - 22 September 1972

Summary

What is my responsibility as a staff member?

Appearance and behaviour of the students.

The Brockwood atmosphere.

Total responsibility.

To feel compassionate.

The role of meetings in the school.

J. Krishnamurti BR73DT1.2 Unconditioning yourself and the student while teaching

Audio - 84 minutes - Brockwood Park - 21 May 1973

Summary

How does your mind work when a problem is put before you?

Are we clear in ourselves that we are going the same direction?

Brockwood exists to uncondition ourselves and the students.

How will you teach and uncondition at the same time?

Establishing a relationship of mutual investigation into unconditioning.

Series: [J. Krishnamurti BR73DT1.1-1.4 A seed of sanity](#)

J. Krishnamurti BR73DT1.3 The place of knowledge

Audio - 74 minutes - Brockwood Park - 25 May 1973

Summary

How do we prevent the misuse of knowledge?

What is the function of knowledge?

What is the function of a teacher?

What is it we are basically attempting to do here?

The knowledge which I have acquired in observing myself does not set me free.

Are you trying to help the student to have an insight into the whole?

Can we produce a miracle here?

Series: [J. Krishnamurti BR73DT1.1-1.4 A seed of sanity](#)

J. Krishnamurti BR73DT1.4 Sanity in an insane world

Audio - 89 minutes - Brockwood Park - 1 June 1973

Summary

I feel this place is your responsibility as well as mine. Do we feel this responsibility for the students?

Is there total dedication to something which we think is serious?

What do you consider a home?

The way the students live here is going to be the way they live the rest of their life.

Living sanely now so that when you go into the insane world you are a sane human being.

How do we create sanity in the students?

Series: [J. Krishnamurti BR73DT1.1-1.4 A seed of sanity](#)

J. Krishnamurti BA74DT A relationship where teacher and taught don't exist

Audio - 77 minutes - Bangalore - 10 January 1974

Summary

The educator needs educating.

How do we educate the educator who will naturally cultivate goodness in students?

How will you awaken social responsibility without example or authority?

Is there a way of teaching where the relationship of a teacher on a platform and the student below does not exist?

What is corruption?

People who practice non-violence are violent.

If I practice being non-violent when violent, what happens?

Can I look at myself and learn about myself without accumulating knowledge?

J. Krishnamurti GSB74DT01 The flame of responsibility

Audio - 99 minutes - Gstaad - 23 July 1974

Summary

Responsibility to see that a different kind of mind is produced.

Can you educate the student totally, so that he is an intelligent human being?

How will you see that the student grows up into something exceptional?

Do you feel utterly responsible?

How am I going to transmit or help the student to have this flame of responsibility?

How does your responsibility express itself?

Is there a different approach altogether?

Series: [J. Krishnamurti GSB74DT1-11 Awakening intelligence](#)

J. Krishnamurti GSB74DT02 Are we still working in the traditional field?

Audio - 75 minutes - Gstaad - 28 July 1974

Summary

Can we bring about human beings who are really extraordinarily?

Is there something which is totally complete?

Education is in the man-made area.

Can we as a group come upon something new?

Being responsible to the most sacred thing.

Do you feel immensely responsible?

You are responsible for another's life.

Series: [J. Krishnamurti GSB74DT1-11 Awakening intelligence](#)

J. Krishnamurti GSB74DT03 Is it possible to produce students who will never be conditioned?

Audio - 107 minutes - Gstaad - 30 July 1974

Summary

One needs to have leisure, not be occupied from morning till night.

The flame of a different dimension of creative energy.

Being responsible to 'the other'.

Are you functioning along traditional lines?

Is there a catalyst that will shatter conditioning?

Unconditioning the mind to see if a student can be incapable of being conditioned.

Are we a group of people who are completely dedicated, completely responsible, completely with the creative flame?

Can we create a genius?

If the traditional bank is left, inwardly, totally, then you are on the other bank, then the flame is there.

Series: [J. Krishnamurti GSB74DT1-11 Awakening intelligence](#)

[J. Krishnamurti GSB74DT04 Can we create an ambience that breaks conditioning?](#)

Audio - 101 minutes - Gstaad - 1 August 1974

Summary

Psychologically there is no tomorrow.

Can we create a sense of seriousness and deep, abiding stability?

Can we bring about a breakdown of the conditioning in the student, in a short period of time?

To be non-traditional, in the deep sense of that word, at every level.

Tradition hasn't solved a thing, it hasn't brought new life to people, it hasn't changed people.

What are you educating the students for?

There is a fountain of real waters, and I want the student to drink from it with his heart, not with his mind, without coercion.

Being confused, can you walk out of it without persuasion?

The energy that comes through clarity.

Series: [J. Krishnamurti GSB74DT1-11 Awakening intelligence](#)

[J. Krishnamurti GSB74DT05 Can we bring about such intelligence that the mind is never conditioned?](#)

Audio - 110 minutes - Gstaad - 4 August 1974

Summary

We are chiefly concerned with unconditioning the mind.

Can you awaken intelligence in the student within a very short period?

How is intelligence to be awakened?

An atmosphere of complete security, trust, that is sacred, holy, with a feeling of irrevocable truth.

Why have a habit which is unnecessary?

To live without a single problem.

Not trying to help the student.

Uncertainty, not knowing, brings a quality of watchfulness.

Why should you have an opinion at all about anything?

Series: [J. Krishnamurti GSB74DT1-11 Awakening intelligence](#)

[J. Krishnamurti GSB74DT06 Creating an atmosphere of complete security](#)

Audio - 84 minutes - Brockwood Park - 14 September 1974

Summary

Having an atmosphere of dedicated seriousness with a sense of complete security.

Our responsibility is to see that we begin to free ourselves from the corruption of society.

How will you prevent your influence from corrupting the student?

How shall I help the student and myself to uncondition in our relationship throughout the day?

Am I capable of talking about my conditioning openly with the student?

The atmosphere itself says behave, when a group of people are living a life which is logical, sane, whole.

Welcoming the students.

Series: [J. Krishnamurti GSB74DT1-11 Awakening intelligence](#)

[J. Krishnamurti GSB74DT07 Total responsibility](#)

Audio - 125 minutes - Brockwood Park - 15 September 1974

Summary

What is maturity?

Preventing the student from entering into the field of conflict.

If I see something false, the very seeing of the false is truth.

Is it possible to prevent a mind, a brain from deteriorating?

My responsibility to you makes me highly sensitive to you.

Responsibility implies the awakening of sensitivity, which is intelligence.

Responsibility is impersonal.

The fact and action.

Series: [J. Krishnamurti GSB74DT1-11 Awakening intelligence](#)

[J. Krishnamurti GSB74DT08 The habit of conflict](#)

Audio - 103 minutes - Brockwood Park - 16 September 1974

Summary

Communicating a sense of having no conflict.

Conflict arises through division.

Looking at physical habits.

Can I live a life without comparison?

What is a habit?

Helping the student to break habits without conflict.

The forming of conclusions is a habit.

Listening without conclusion.

Do you listen to the idea or description, or do you listen to the fact?

The art of listening.

Series: J. Krishnamurti GSB74DT1-11 Awakening intelligence

J. Krishnamurti GSB74DT09 The art of listening, the art of seeing, the art of learning

Audio - 92 minutes - Brockwood Park - 17 September 1974

Summary

Can I help the student to learn the art of listening?

Can I look at my conditioning without any response or reaction?

What is the act of learning?

Does living in the area of the known make the mind deteriorate?

Are you encouraging the student to maintain and continue the mechanical process?

Is there a listening, seeing and learning totally different from the accumulative factor?

Is there a learning which is non-accumulative?

Series: J. Krishnamurti GSB74DT1-11 Awakening intelligence

J. Krishnamurti GSB74DT10 Listening and ending

Audio - 68 minutes - Brockwood Park - 18 September 1974

Summary

Is the whole of the brain mechanical, or is there a non-mechanical area?

A group of people who are highly intelligent do create an atmosphere, a sense of indestructible security.

Listening to a statement and not drawing a conclusion from it.

Belief is destructive.

Ending belief in the act of listening.

When you see the falseness of something, you see the truth of it.

Seeing the truth is intelligence.

Series: J. Krishnamurti GSB74DT1-11 Awakening intelligence

J. Krishnamurti GSB74DT11 Awakening the flame of orderliness and intelligence

Audio - 128 minutes - Brockwood Park - 23 October 1974

Summary

The spirit of responsibility.

Sitting quietly before the day begins.

There is no pattern here, no authority here, you have to exercise your own intelligence.

How will you free the mind of disorder?

How do we awaken in the students a sense of intelligent action?

What have we to give the students? What have they to give us?

Appealing to the unconscious mind.

Series: J. Krishnamurti GSB74DT1-11 Awakening intelligence

J. Krishnamurti ML75DT Creating stability and security

Audio - 121 minutes - Malibu, California - 23 April 1975

Summary

Given complete security, we can create a mind that is extraordinarily stable.

How do you create the sense of stability and security?

What makes a student feel they are secure?

Non-action towards the student.

Total non-action becomes the most positive action.

Non-active listening.

Unless you create a sensitivity, learning isn't possible.

The question of attention.

Architectural and property considerations.

J. Krishnamurti BR76DT1 What is my relationship with the students?

Video - 103 minutes - Brockwood Park - 9 September 1976

Summary

How shall we communicate with the student so that we have different kind of human being leaving the schools?

What is the meaning of freedom?

How do you establish relationship?

How do you teach?

Does the educator, with the help of the student, want to learn what freedom is, so that he boils with it?

You are a new teacher, I'm an old teacher here. It is my responsibility to see that you understand something of what we're doing.

When you are off the pedestal you have a different relationship with the students.

What is self-interest?

Note: a total of 47 minutes and 48 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR76DT1-6 How will you awaken intelligence in a student?

J. Krishnamurti BR76DT2 How do you bring about order without authority?

Video - 99 minutes - Brockwood Park - 11 September 1976

Summary

It is important to establish right relationship between yourself and the student. You cannot do this if you are sitting on a pedestal as a teacher and treating the students as though below you. Come off the pedestal and establish a relationship of mutual learning.

You and the student are learning together.

To live without a motive implies enormous inward clarity.

Are you imposing your authority on the student?

How do you break down the habit-making of the mind or brain?

As a teacher, how am I going to convey this absolute freedom to the student?

Note: a total of 32 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR76DT1-6 [How will you awaken intelligence in a student?](#)

J. Krishnamurti BR76DT3 [In the ending of violence is the flowering of intelligence](#)

Video - 110 minutes - Brockwood Park - 16 September 1976

Summary

Is it possible to transform a human being, not over a long time but very quickly?

As a teacher, do I realise that the world is me, or is that just words?

How do you look at yourself?

Do you see violence as a tremendous danger in the world?

How do you help yourself and the student to be free of violence?

We are together as a community in the same boat.

Can I observe violence without any distortion?

Can you look at something without a single prejudice?

How shall we work together with the students to bring about the awakening of intelligence and order?

Note: a total of 39 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR76DT1-6 [How will you awaken intelligence in a student?](#)

J. Krishnamurti BR76DT4 [Intelligence is to see something very clearly and act instantly](#)

Video - 108 minutes - Brockwood Park - 18 September 1976

Summary

As teachers, how shall we awaken this intelligence not only in the student but in ourselves?

When a student is jealous and beginning to hate another, how do you go into it?

Do you know what it means to listen?

In talking to the student there must be a watchful care not to burden him with my problems.

Fear is a tremendous danger because when you are frightened you are paralysed.

Series: J. Krishnamurti BR76DT1-6 [How will you awaken intelligence in a student?](#)

J. Krishnamurti BR76DT5 [Investigating fear](#)

Video - 122 minutes - Brockwood Park - 20 September 1976

Summary

Seeing something very clearly and acting instantly is intelligence. Can we convey that to the student?

Can you observe attachment without any rationalisation?

There is no thinker without the thought; the thinker is the thought.

How am I to deal with pleasure and fear?

Does the word create fear or is there fear without the word?

Can my brain and my whole structure be free of word, thought and image?

Do you see habit as the most dangerous thing?

Note: a total of 4 minutes and 42 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR76DT1-6 [How will you awaken intelligence in a student?](#)

J. Krishnamurti BR76DT6 [Do we see the importance of the radical transformation of the human mind?](#)

Video - 86 minutes - Brockwood Park - 24 September 1976

Summary

Q: How can one get across the essence of these teachings without the student becoming rigid and getting a very fixed concept of what it's about, and acting out of that and becoming narrow?

Why do we make everything into ideas and conclusions?

Learning is a constant process.

How shall we cultivate this intelligence?

I feel very strongly that the students should radically change psychologically – that's my chief concern, commitment and passion. They should be totally different human beings.

Is this a passion for you?

Do we see the absolute necessity of radical change in the human mind?

Students go to schools and colleges and are conditioned. If they can condition students, I don't see why we can't uncondition them here – which may be much more difficult.

Note: a total of 23 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR76DT1-6 [How will you awaken intelligence in a student?](#)

J. Krishnamurti OJ77DT1 [How does one help a child to understand the immense problem of conditioning?](#)

Video - 110 minutes - Ojai, California - 25 February 1977

Summary

These schools should produce a totally different kind of human being, not American, Catholic, Protestant, Hindu, Buddhist, but unconditioned human beings, if it is possible.

Where there is authority in schools, politically or otherwise, there is the destruction of a mind flowering.

Can I have such relationship with the student that both of us are learning, both of us are trying to understand the non-mechanistic way of living?

Can there be respect in the school, not out of fear but out of care, affection, love, compassion?

Will you help me, as a student, to see the psychological danger of knowledge?

What do we mean by security?

At the school will you give the sense that the student is protected, secure, like a marvellous tree that is secure in the wind?

I care enormously for the child. I care intensely that he should be unconditioned. Which means that I am unconditioning myself.

Are you giving your whole attention to the question of conditioning?

Note: a total of 30 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti OJ77DT1-4 What is the meaning of education?

J. Krishnamurti OJ77DT2 Is it possible to bring about a different human being through right education?

Video - 115 minutes - Ojai, California - 25 March 1977

Summary

Why are we educated at all?

Is it possible, psychologically, inwardly, to bring about a different human being through the right kind of education?

What is my responsibility as a parent?

Does the educator need education?

What shall we do together to help each other to see that the parent, the educator and the student bring about, not only in the student but in themselves, a different quality of mind and behaviour?

I am conditioned, you are conditioned. Let's talk about it, go into it, wipe it out as we go along – not take hours, days, months, years but wipe it out as we go along. Are you prepared for it? Do you want this?

Are we prepared as educators and parents to be aware of the garbage that we have collected, the garbage handed down through parents, education, the past – are we aware of the movement of collection of garbage?

Psychologically, inwardly, can you be free of all security?

Note: a total of 1 minute and 20 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti OJ77DT1-4 What is the meaning of education?

J. Krishnamurti OJ77DT3 How will you help a child not to have fear?

Video - 90 minutes - Ojai, California - 26 March 1977

Summary

As a parent with children, can I prevent them or help them not to get caught up in psychological pain, suffering and the misery of contradiction and division?

Physical security for all human beings is being denied because human beings are seeking security psychologically, which doesn't exist.

Do you as a parent or educator help the student to understand that temporary security is the most dangerous security? Because that breeds fear. How will you help the student not to have that fear?

You can create an ugly atmosphere, you can create a holy atmosphere, or a sense of awe – those things are very easy to create – but how will you create the atmosphere of no psychological fear?

If I know how to love the child, fear may be prevented. When I tell him something out of that love he will listen to me.

It is thought that is destroying love.

When you have an insight into something there is no time, no thought, it isn't a conclusion, reason or something put together. That insight is supreme intelligence.

Note: a total of 4 minutes and 30 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti OJ77DT1-4 What is the meaning of education?

J. Krishnamurti OJ77DT4 Observation is partial when you identify with a group

Video - 106 minutes - Ojai, California - 27 March 1977

Summary

As a parent am I really concerned, not only with my children but with the children of others? Am I really concerned about what teachers are teaching and how they teach? Can I help teachers, or work with them along a different line altogether? What is teaching and what is learning?

How do I teach history in a totally different way?

As history is of man, and I am that man, and the child is that man, how am I as an educator to help the child to understand himself who is the total summation of mankind?

If I know how to observe every little thing around me then I know how to study myself. Because I have paid attention to the movement of the tree, the branch in the wind, watched it very carefully, I have learned to watch; which is, watch myself, my thoughts, my behaviour.

As I cannot see the whole of the horizon, in the same way I cannot see the whole of myself because my brain has been conditioned through centuries upon centuries to belong to something. Can this conditioning be broken through, can you go beyond this conditioning?

Why is life divided?

Note: a total of 30 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti OJ77DT1-4 What is the meaning of education?

J. Krishnamurti BR78DT1 What is intelligent action?

Video - 89 minutes - Brockwood Park - 20 October 1978

Summary

Total responsibility.

What is the responsibility of an educator?

As a teacher my responsibility is to bring about a totally different human being.

Do we think emotionally?

Knowledge becomes destructive when emotionally, egotistically, selfishly, narrowly used.

Is it possible to educate the students to be totally non-selfish?

The very challenge, if it is vital, will make you respond.

Is there the demand of excellence in us?

Series: J. Krishnamurti BR78DT1-2 Is it possible to educate the students to be totally non-selfish?

J. Krishnamurti RV78DT1 Is there a way of living not based on thought?

Audio - 100 minutes - Rishi Valley - 28 November 1978

Summary

As educators, we are responsible for the future generation.

Are we learning about relationship with each other, the students and all our contacts whether intellectual, emotional, sentimental or romantic?

Why do we have opinions at all?

What will the brain do to uncondition itself?

How do I know I am conditioned?

Where there is a desire there must be illusion.

Thought is the source of all illusion.

I want to find out a way of living in daily life which is correct and accurate.

As an educator, my responsibility is that students must have knowledge and yet realise that knowledge is very limited.

Any action in relationship based on knowledge is destructive.

Series: J. Krishnamurti RV78DT1-7 What is the function of a good teacher?

J. Krishnamurti RV78DT2 Learning the art of attention

Audio - 110 minutes - Rishi Valley - 2 December 1978

Summary

Will greater capacity come as a result of comparison?

When I use learning for the acquisition of status, I am comparing.

Our educational system and social structure are based on comparison. If you teach students not to compare you revolutionise the whole system.

I refuse to separate the educator from the human being.

What is an educator?

Can you look at yourself without measurement?

Are we concerned to help the student and therefore ourselves to understand the enormously complex factors of existence?

How will you help students to be attentive?

Why do you listen to me?

Series: J. Krishnamurti RV78DT1-7 What is the function of a good teacher?

J. Krishnamurti RV78DT3 How will you, as educators, help the student to listen?

Audio - 95 minutes - Rishi Valley - 3 December 1978

Summary

How is an educator to help the students give total attention?

Thought itself is a distraction.

What is the capacity to learn?

How will you listen to the statement, which may be false or true, that education is the study of the whole nature and structure of human existence?

What is your common interest?

What is your relationship to your students?

How do we, as a group of teachers, feel responsible for the students and the whole of this place?

Series: J. Krishnamurti RV78DT1-7 What is the function of a good teacher?

J. Krishnamurti RV78DT4 What will bring about total relationship in our life?

Audio - 80 minutes - Rishi Valley - 9 December 1978

Summary

In listening there is a learning which is an absolute fact. Learning implies the discovery of the fact. Action is then from the fact, not from my opinion or knowledge.

What is the truth under the clamour and extraordinary struggle of relationship?

There is insight into something when the mind is uncluttered.

Discrimination exists only when the false is opposed to the truth. Insight has no discriminative or divisive quality.

Do you as an educator actually see the fact that you and the student are in the same boat?

When I use the word 'relationship', that very word implies division.

The question, 'What is my relationship to myself?' is a divisive question, a wrong question; therefore I can never find the right answer.

Series: J. Krishnamurti RV78DT1-7 What is the function of a good teacher?

J. Krishnamurti RV78DT5 What is our responsibility as educators and human beings?

Audio - 85 minutes - Rishi Valley - 10 December 1978

Summary

What do we mean by responsibility?

I want to know myself. What is involved in that?

Why do human beings live in concepts, conclusions and ideals?

When you tell me I am the world, I listen to it without any conclusion, concept or idea, so that it enters me like a seed. If you don't listen that way, you will make a concept of it.

Why does the brain record?

There is no recording when the mind is not concerned with pleasure or fear, reward or punishment. There is no centre as the experiencer.

My responsibility is that neither the student nor I functions from a centre, so I am going to find out a way of teaching this.

Total responsibility implies a quality of great affection.

Series: J. Krishnamurti RV78DT1-7 What is the function of a good teacher?

J. Krishnamurti RV78DT6 How can we bring about human beings who are flowering deeply?

Audio - 100 minutes - Rishi Valley - 16 December 1978

Summary

Why has a school of this kind not brought about, during these forty years, a few human beings who are not mediocre and are flowering deeply?

Is it possible to stop all competition here?

Do we know what love is?

When I say, 'I don't know,' I mean I do not know. I am not waiting for an answer nor expecting to find one by looking through memory. Then I can approach the question afresh.

The very quality of not-knowing is wholeness.

The fact is that people are not equal. How shall I deal with this inequality without any sense of the few and the many?

Series: J. Krishnamurti RV78DT1-7 What is the function of a good teacher?

J. Krishnamurti RV78DT7 How will you bring about a group of people who are helping each other to uncondition themselves?

Audio - 87 minutes - Rishi Valley - 17 December 1978

Summary

We want to bring about a group of students who are not mediocre, who are not oriented to a career, marriage and the establishment.

The very breaking away from the whole is the individual, a fragment assuming all-importance.

There is a constant battle between the fragment and the whole, the individual and the collective.

Do you see the truth that you are the whole of mankind?

Thought itself is a fragment.

You and the students are conditioned socially, economically and religiously. How will you then bring about a group of people who are helping each other to un-condition themselves?

Are we strong enough, vital enough, to create this kind of school?

Teaching is the greatest profession in the world.

Series: J. Krishnamurti RV78DT1-7 What is the function of a good teacher?

J. Krishnamurti BR79DT2.1 The relationship between teacher and student

Video - 54 minutes - Brockwood Park - 17 June 1979

Summary

Modern education in ordinary schools is merely concerned with giving information, giving a certain amount of knowledge and helping the students to get a career.

What is our relationship here at this school? Is there any deeper relationship?

Are we concerned not merely with the now - the now being good relationship, helping students to understand the whole significance of life - and also concerned with their future?

Psychologically we are on the same level.

How shall we help each other to be free of mediocrity?

How are we to help each other to uncondition ourselves? How shall we begin to free ourselves from the results which society and ourselves have imposed?

Series: J. Krishnamurti BR79DT2.1-2.3 How can we help the student to understand the nature of conditioning?

J. Krishnamurti BR79DT2.2 We have divided life as the outer and the inner

Video - 57 minutes - Brockwood Park - 20 June 1979

Summary

Q: What is education?

Education should be preparation for the whole of life instead of limiting it to earning a livelihood. How will you help the student to come to the understanding of the whole of life?

Are we trying to change the human character, the condition of man, from the outside? Is change not from the outside but psychologically, inwardly? Is there no such thing as division, but a constant moving, outer and inner? Can these two streams be brought together?

Have you a relationship with the student? That means being concerned about his dress, the way he walks, the way he talks, the language he uses, cultivating his taste, manners, politeness, the whole of it - help him to be free of fear, help him to be free.

Series: J. Krishnamurti BR79DT2.1-2.3 How can we help the student to understand the nature of conditioning?

J. Krishnamurti BR79DT2.3 The art of listening

Video - 56 minutes - Brockwood Park - 23 June 1979

Summary

What is the relationship between a teacher and a student, when both realize that they are conditioned?

Wherever we live we are conditioned by society, culture and religion. Part of that conditioning is ambition, which expresses itself in the desire for success. Is conditioning self-centredness?

If I am prejudiced, if I have a certain point of view and stick to it, I can't listen to you. You may be contradicting my point of view and so I won't listen. If I can learn the art of listening, I would solve many problems.

If you are passionately involved, not verbally but wholly, in what you are saying, your very passion makes me listen to you.

Series: J. Krishnamurti BR79DT2.1-2.3 How can we help the student to understand the nature of conditioning?

J. Krishnamurti BR80DT2.1 Do we want a children's school at Brockwood?

Video - 115 minutes - Brockwood Park - 16 September 1980

Summary

Children at Brockwood.

Have you ever asked about anything: what is the right action? Or are you propelled by your prejudice and circumstances?

Having a mind that is very clear and that knows the right thing to do under all circumstances.

Looking at things together.

Note: a total of 4 minutes and 30 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR80DT2.1-2.8 What makes us think and cooperate together?

J. Krishnamurti BR80DT2.2 Do we think together?

Video - 71 minutes - Brockwood Park - 18 September 1980

Summary

Thinking together.

Can all of us have the same direction, a mind that is active together?

Trust.

Crises.

What is preventing us from flowering?

The necessity and the urgency of thinking together.

Series: J. Krishnamurti BR80DT2.1-2.8 What makes us think and cooperate together?

J. Krishnamurti BR80DT2.3 On cooperation and feeling isolated

Audio - 105 minutes - Brockwood Park - 21 September 1980

Summary

What makes us think together, cooperate together?

Can we come together without reward and punishment?

Why have opinions become so important?

Why is one frightened of uncertainty?

Do you really know what it is to be isolated?

Can you put aside the word and find out what a feeling is?

Are you investigating into yourself without accumulating knowledge?

How am I to look without the word, without knowledge?

Can we think together about something without having a battle of opinions?

Series: [J. Krishnamurti BR80DT2.1-2.8 What makes us think and cooperate together?](#)

[J. Krishnamurti BR80DT2.4 Investigating the burden of anxiety](#)

Audio - 90 minutes - Brockwood Park - 23 September 1980

Summary

What does it mean to investigate?

Why has my mind put up with anxiety?

Why does the mind allow a thing to be continued?

Would you say that the mind itself is a burden?

Is motive a burden?

Why has my mind not seen that anxiety and security are very closely related?

Series: [J. Krishnamurti BR80DT2.1-2.8 What makes us think and cooperate together?](#)

[J. Krishnamurti BR80DT2.5 On being limited and having problems](#)

Audio - 84 minutes - Brockwood Park - 26 September 1980

Summary

Why is it that human beings, when they get into a certain category, function or career, are stuck there?

The flowering of my mind.

Why is it that human beings are so limited?

My corner is very limited, physically. Is limitation necessary psychologically, inwardly?

I refuse to make life into a problem about my career, circumstances, marriage, responsibility, about anything.

We are making problems all the time. If I don't make problems I go to sleep. Both are absurd. Can we move from there?

Suppose one is totally dissatisfied with everything, what takes place?

I want to find out how to live without a single problem.

Series: [J. Krishnamurti BR80DT2.1-2.8 What makes us think and cooperate together?](#)

J. Krishnamurti BR80DT2.6 Where there is a psychological image you inevitably produce conflict

Audio - 96 minutes - Brockwood Park - 2 October 1980

Summary

Can we help the students and ourselves not to be so self-centred?

Why doesn't the mind see the whole movement of image-making?

Can you observe as though for the first time?

When you are listening completely, which means with complete attention, there is no reaction and no image.

When I am hearing every word that you are saying completely, therefore attending, my mind is inactive.

How are you going to ask your students to listen?

Series: J. Krishnamurti BR80DT2.1-2.8 What makes us think and cooperate together?

J. Krishnamurti BR80DT2.7 Do we want a school where leisure is used for a serious purpose?

Audio - 79 minutes - Brockwood Park - 4 October 1980

Summary

A new direction for Brockwood.

A proposal to have the school for 16 year olds and above.

Having more time to inquire in line with the intentions of Brockwood.

To have more leisure and to utilise that leisure for the real purpose for which we are here.

Series: J. Krishnamurti BR80DT2.1-2.8 What makes us think and cooperate together?

J. Krishnamurti BR80DT2.8 What is the intention of Brockwood if we don't have young students?

Audio - 71 minutes - Brockwood Park - 25 October 1980

Summary

Changes to exams at Brockwood.

What is the deep intention of Brockwood?

What do we want this place to be?

How do we choose who comes to the school?

Series: J. Krishnamurti BR80DT2.1-2.8 What makes us think and cooperate together?

J. Krishnamurti BR81DT1 What place has knowledge in life?

Video - 100 minutes - Brockwood Park - 5 June 1981

Summary

Academic education.

A total education.

Older students leaving to study more deeply academically.

We are concerned with the total transformation in the psychic field of a human being.

Knowledge is not going to transform man.

Why don't we see something as absolute truth?

Do nothing about this, but listen.

Note: a total of 30 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR81DT1-6 Can we educate ourselves and students to understand conflict and go beyond it?

J. Krishnamurti BR81DT2 Is it possible to end conflict?

Video - 118 minutes - Brockwood Park - 6 June 1981

Summary

Can we educate ourselves and students to understand conflict and go beyond it?

I see that all human beings suffer.

Thought itself is the movement of conflict.

Opinions and facts.

We are educating ourselves as well as the students.

How do we look at ourselves?

The 'I' is the past.

Thought is distorting perception about myself.

Without any choice, be aware of the movement of the past operating all the time.

Note: a total of 20 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR81DT1-6 Can we educate ourselves and students to understand conflict and go beyond it?

J. Krishnamurti BR81DT3 Is there a deep change taking place in us?

Video - 126 minutes - Brockwood Park - 12 June 1981

Summary

I would like to start this discussion as though I knew nothing.

On whom am I to rely to find clarity or understanding?

Conflict is the essence of confusion.

Am I approximating myself with what I should be?

You don't see the uselessness of escape.

Thought associated with sensation creates desire.

Real alertness of the mind.

Note: a total of 1 hour, 3 minutes and 11 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR81DT1-6 Can we educate ourselves and students to understand conflict and go beyond it?

J. Krishnamurti BR81DT4 Leisure

Video - 119 minutes - Brockwood Park - 19 June 1981

Summary

Do we have enough time to go into matters for which we came to Brockwood?

Staffing levels.

Capacity of staff for dialogue.

Minimum age for students.

Student selection.

Do you feel that any form of attachment to belief or conclusion atrophies the mind?

Perception of truth.

Series: [J. Krishnamurti BR81DT1-6 Can we educate ourselves and students to understand conflict and go beyond it?](#)

[J. Krishnamurti BR81DT5 What is the quality of your mind?](#)

Video - 91 minutes - Brockwood Park - 20 June 1981

Summary

Is your mind defensive?

Stay with confusion completely, don't move out of it.

You are really not aware that you are totally confused, and that any further movement is still confusion.

Expecting, wanting and trying to change is still part of the same thing.

When there is total attention with regard to confusion, is there confusion?

Attention and inattention.

Series: [J. Krishnamurti BR81DT1-6 Can we educate ourselves and students to understand conflict and go beyond it?](#)

[J. Krishnamurti BR81DT6 Individuality](#)

Video - 104 minutes - Brockwood Park - 23 June 1981

Summary

What place has affection in our relationship to each other?

Is attachment, possession, sensation and comfort the thing we call love?

Why do we divide love?

Do you feel that you are the whole of mankind?

Do I feel it in my bones that I am the rest of humanity?

Are you aware of your conditioning?

What moves you?

Competition is destroying the world.

Series: [J. Krishnamurti BR81DT1-6 Can we educate ourselves and students to understand conflict and go beyond it?](#)

[J. Krishnamurti BR82DT To educate is to bring about a new generation](#)

Video - 90 minutes - Brockwood Park - 8 October 1982

Summary

We are conditioned to ask for help.

Do we see that any form of conditioning separates people and brings about isolation?

Are we concerned in bringing about a new generation of people?

What will change me?

Go into one thing completely and finish with it.

J. Krishnamurti BR83DT2.1 Helping the students to meet the violence in the world

Audio - 87 minutes - Brockwood Park - 15 October 1983

Summary

There is a great deal of violence all over the world and the students are going to face it. How do you help them to meet that violence?

What's the root of violence?

Before we act we must understand how to act, what action to take, and the motive for action.

If I have very strong opinions, judgements and convictions, and you have yours, how can we meet?

If we are interested in ending violence, we drop our convictions.

Self-concern is one of the great psychological factors of divisiveness.

Do I see deeply that violence is brought about through isolation, separation?

To live peacefully in oneself requires tremendous intelligence.

Can we all look at something together?

Series: J. Krishnamurti BR83DT2.1-2.2 Affection means there is no authority

J. Krishnamurti BR83DT2.2 Why can't we think together?

Video - 78 minutes - Brockwood Park - 18 October 1983

Summary

Thinking together implies a certain quality of affection and sensitivity.

You have an opinion and I have opinion. Knowing it is divisive and brings conflict, why do we go on with it?

Can one's brain be free?

We are all responsible for the students. That responsibility demands that we act together. To act together there must be a certain affection between us, a quality of trusting each other.

When there is affection, love, you think together.

Why do we have such terrible divisions?

The older students are influencing the new students, for bad or good. How do you prevent this?

Affection means there is no authority.

Note: a total of 1 minute and 47 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR83DT2.1-2.2 Affection means there is no authority

J. Krishnamurti RV83S1 Why are you educating your children?

Video - 102 minutes - Rishi Valley - 24 November 1983

Summary

Our education is bringing about fragmentation of human action, and one questions why we educate our children, what the point of it is.

Thought has created extraordinary technological advancement and also wars.

Can we educate our children not merely to become technicians but also to go very deeply into themselves?

What is an idea?

Thought is the only instrument we have now and that thought is limited and therefore whatever it does is fragmentary. Is there another instrument not touched by thought?

What is the function of an educator?

Why do I have to choose between careers? Does it depend on my parents, my motives, my desire for wealth?

The word 'school' means leisure originally, to have leisure to inquire.

Series: J. Krishnamurti RV83S1-2 Rishi Valley Educational Conference

J. Krishnamurti RV83S2 From whom are we learning?

Video - 95 minutes - Rishi Valley - 26 November 1983

Summary

What does it mean to learn?

Is there a teacher to teach you to understand yourselves and how to look at the world?

If one can read the book of mankind, which is yourself, then there is neither a teacher nor a disciple - you are that.

Discipline, learning and intelligence are one whole, not separate activities.

Q: We tend to make your teachings into a system in our schools. What can we do about it?

Q: How can we help a child to be secure?

What am I to do, as a teacher, to make the student feel completely at home?

A person feels secure at home when there is no fear.

There is complete security only in intelligence.

What am I to do to help the student to be more considerate and to be concerned about others?

Reward and punishment create fear.

Series: J. Krishnamurti RV83S1-2 Rishi Valley Educational Conference

J. Krishnamurti OJ85DT2.0 Education, fear and breaking the cycle of time

Audio - 113 minutes - Ojai, California - 5 May 1985

Summary

What is the cause of conflict in the school?

What kind of school do you want?

The intentions of the Krishnamurti schools.

One is afraid not only of the future but of the past.

Is it possible to break the cycle of time?

The brain is the result of the cycle of time. Is it possible for it to bring about a mutation?

Are anger and jealousy different from you? Is your thinking different from you?

If I am you, how can I be in conflict with you?

The original recording was paused twice during the discussion.

J. Krishnamurti RV85DT2 Can education bring a holistic way of living?

Video - 63 minutes - Rishi Valley - 7 December 1985

Summary

How do you bring about a holistic way of living?

What is the relationship between the student and teacher who are fragmented?

Is correctness connected to goodness?

Can you help the child feel secure in his relationship?

What is it to flower inwardly? Can you let a question flower without responding to it?

Can the mind be in a state of not-knowing?

Do you want to learn?

Series: [J. Krishnamurti RV85DT1-3 Can the mind be in a state of not-knowing?](#)

J. Krishnamurti RV85DT3 If you stand alone you are related

Video - 69 minutes - Rishi Valley - 9 December 1985

Summary

What is it that we should or should not do to bring about a totally different human being?

Parents want their children to be secure, to have a degree, get married and settle down.

Do we agree that we need a different kind of brain, a different outlook on life, a different way of living and feeling?

Can we all together have one vision? The Parthenon was not built by one man. We can't do anything in the world by ourselves.

Unless we establish a real relationship, we can't work together.

What actually takes place when you say, 'I really don't know'? Is that a different quality of the brain?

Series: [J. Krishnamurti RV85DT1-3 Can the mind be in a state of not-knowing?](#)

J. Krishnamurti RV85DS2 Thinking about myself all day long

Video - 60 minutes - Rishi Valley - 11 December 1985

Summary

What is our brain?

The brain contains all you have learned and is full of memories. You are always living in a circle of what you have learned and acquired as information, which becomes knowledge.

My brain is full of knowledge: absurdities, imaginations, illusions, and this whole thing is 'me'. I am all that: fear, pain, suffering - I am all that accumulation.

What is the origin, the beginning of thought? Has thought roots in experience? Why is the brain so occupied with thought?

The word is not the actual. Is there a way of thinking without all the memories of the past?

Can our mind ever be quiet?

Series: J. Krishnamurti RV85DS1-2 In attention there is no effort

J. Krishnamurti RV85S1 Are we bringing about good brains in our schools?

Audio - 77 minutes - Rishi Valley - 16 December 1985

Summary

Can we bring about a good brain?

Is there intelligence that is not the outcome of knowledge?

The environment, society and parents are corrupting children - what shall I do?

Does the educator need educating?

Do the students feel at home and can trust you?

Do we trust each other?

Series: J. Krishnamurti RV85S1-2 Can educators bring about a mutation?

J. Krishnamurti RV85S2 The origin of life, the brain and the mind, and goodness

Audio - 77 minutes - Rishi Valley - 17 December 1985

Summary

What is life?

What is goodness?

Does the brain contain the mind, or is the mind totally divorced from the brain?

Can the smallness of the brain break down its own pettiness?

What is the state of your brain when a serious question is put?

How do you make your students listen to you?

Are the staff united, one body?

Series: J. Krishnamurti RV85S1-2 Can educators bring about a mutation?

Talks and Discussions with Students

J. Krishnamurti RA65TS1 Why are you being educated?

Audio - 75 minutes - Rajghat - 1 December 1965

Summary

What is the function of education?

Q: Some people say that we must live now and others say that we must be concerned further, beyond the present.

Q: Can man really be human without any effort?

Q: What is the difference between affection and love?

Q: How am I to know that I am bad? How am I to improve?

Q: Why does nature attract us?

Series: J. Krishnamurti RA65TS1-4 One can learn easily when there is an atmosphere of freedom and friendship

J. Krishnamurti RA65TS2 You can understand yourself very simply when you are quiet

Audio - 71 minutes - Rajghat - 4 December 1965

Summary

When you are really quiet, alone with yourself, you begin to know yourself and to see the intricacies of your mind.

Q: Why does the mind get disturbed when it is in a state of revolt and how can it quieten down?

Q: Is communication possible in all conditions?

Q: When we say anything that is a bit alternative to what our elders think, we are stopped. There is great tension between us. Will you say what we should do about it?

Q: What is humanity and when can a man be called a human being?

Q: Is our way of life right?

Q: You have said that we must have a quiet mind and at the same time you said that disturbance is inevitable.

Q: What is the importance of spirituality in the life of a human being?

Q: How does evil come about?

Series: J. Krishnamurti RA65TS1-4 One can learn easily when there is an atmosphere of freedom and friendship

J. Krishnamurti RA65TS3 Why does one have to have order in life?

Audio - 74 minutes - Rajghat - 7 December 1965

Summary

You can learn easily when there is an atmosphere of freedom and friendship, a sense of happiness. That is denied when you are compelled. Compulsion is not righteous behaviour.

Q: What is the foundation of religion?

Q: Why does a man want success in life?

What are you going to be when you grow up?

Q: When bad thoughts come to our mind and we want to suppress them, even more bad thoughts

come to our mind. Why is that?

Q: How is one to keep happy and engaged, without external stimuli?

Q: The other day you said that we should never seek advice - but why do you give us advice?

Q: Have you realised the things that you talk about? Is your mind free from ambition and all those things?

Q: How can a man progress in his own life?

Q: Man is more inclined towards bad than good - why is it so?

Series: J. Krishnamurti RA65TS1-4 One can learn easily when there is an atmosphere of freedom and friendship

J. Krishnamurti RA65TS4 To understand death we must understand living

Audio - 75 minutes - Rajghat - 10 December 1965

Summary

When you really love something, you put your whole heart, mind and body into that.

Is there a living without pain, anxiety or fear?

Q: When a man improves, why do other people feel jealous of him?

Q: How long will it take for national frontiers to disappear?

Q: When man knows death is necessary, why doesn't he love it?

Q: What is the definition of life?

Q: Sometimes we want to die, commit suicide - why is that?

Q: It is said that the soul is immortal. Where was it when there was nothing?

Series: J. Krishnamurti RA65TS1-4 One can learn easily when there is an atmosphere of freedom and friendship

J. Krishnamurti RA67TS1.1 We must create a new social structure

Audio - 77 minutes - Rajghat - 1 January 1967

Summary

What are the causes of deterioration in society?

Become extraordinarily aware of what is taking place and act.

What is society?

When you are free, you are not guided by pleasure.

Q: How can one get rid of one's temperament?

Q: Why pretend man can be free?

Q: Can the commoner follow these intellectual words?

Q: Cannot our mind deceive us?

Q: When we do not follow authority, we feel lonely.

Q: Is there no way to save the world from destruction?

Series: J. Krishnamurti RA67TS1.1-1.3 Can we change the whole structure of society?

J. Krishnamurti RA67TS1.2 Is it possible to bring about the unity of man?

Audio - 80 minutes - Rajghat - 4 January 1967

Summary

What will bring the whole world together?

Q: If everyone thinks for themselves, how can there be unity?

Q: What do you mean by complete attention?

Q: Is it possible to look at something without reaction?

Q: Is it necessary to watch our reactions?

Q: Why don't we see the world is in danger of destruction unless we unite?

Q: If humans are the same everywhere, why do we think differently?

Q: Why does man want to depend on others?

Q: How can we change the whole structure of society?

Series: J. Krishnamurti RA67TS1.1-1.3 Can we change the whole structure of society?

J. Krishnamurti RA67TS1.3 The world is divided by ideas and ideologies

Audio - 82 minutes - Rajghat - 7 January 1967

Summary

Can we live without ideas and ideologies?

What is thinking?

Is it possible to be in relationship with others without the image?

Have we progressed inwardly?

Q: What do we gain by destroying others?

Q: Can we live without war?

Q: Is it not an ideology you are speaking about?

Q: If we had no ideologies, would we not return to the animal?

Q: People with different ideologies can get on quite well, without conflict.

Q: Why do we create ideologies?

Q: How long will the world take to understand you and change?

Q: What is the difference between religion and duty?

Series: J. Krishnamurti RA67TS1.1-1.3 Can we change the whole structure of society?

J. Krishnamurti RA69TS1 The world is on fire, what is one to do?

Audio - 82 minutes - Rajghat - 23 November 1969

Summary

There is deep unrest right throughout the world. Seeing this, what is one to do?

Question everything.

Can the human mind change, mutate, be free from its conditioning?

Are you willing to learn, not be told what to do?

A different way of learning.

Questions from the audience followed the talk.

Series: J. Krishnamurti RA69TS1-3 Can the human mind mutate?

J. Krishnamurti RA69TS2 Knowledge and love

Audio - 98 minutes - Rajghat - 26 November 1969

Summary

What are the borders of knowledge?

Where does the knowledge end and the unknown begin?

What is knowledge?

Can you ever say you know yourself?

Must all relationship between human beings be based on knowledge?

Can I dissolve the borders of the known?

If my relationship with you is based on previous knowledge about you, is that relationship?

What love is can perhaps be found through what it is not. Through negation, one discovers what is positive.

What is pleasure?

Questions from the audience followed the talk.

Series: J. Krishnamurti RA69TS1-3 Can the human mind mutate?

J. Krishnamurti RA69TS3 Great freedom is needed to perceive truth

Audio - 85 minutes - Rajghat - 30 November 1969

Summary

A mind weighed down by tradition, prejudice and ideas cannot understand the nature and structure of truth.

Can one bring about a transformation in oneself so that one lives a clean, orderly, free life?

What is religion?

The so-called religious people have said that to have total energy don't have sex or look at the opposite sex.

Do not seek God; you don't know what it means.

Can your mind, in which is included the brain and the heart, transform? If so, reality is there without searching for it.

Questions from the audience followed the talk.

Series: J. Krishnamurti RA69TS1-3 Can the human mind mutate?

J. Krishnamurti RV78DS1 Don't compare yourself with anybody

Audio - 56 minutes - Rishi Valley - 30 November 1978

Summary

What is implied in learning?

When somebody praises you, how do you listen?

Can the teachers here not compare you with somebody else?

When you compare, you give the other person status. Will you stop comparing?

Why should there be exams if you are learning?

When you and the teacher are comparing, what is your relationship?

Series: J. Krishnamurti RV78DS1-7 Thinking about the future is the beginning of fear

J. Krishnamurti RV78DS2 Do you see the importance of not being frightened?

Video - 64 minutes - Rishi Valley - 5 December 1978

Summary

Are you frightened of anybody?

How will you find out what is the right action so that you will never be frightened?

If there is fear you cannot love or be affectionate to another.

Is your interest strong and vital enough to withstand society and public opinion?

Can you distinguish between physical and non-physical fears?

Self-protection, to protect the body is not fear.

Fear exists because there is a future.

How can you get rid of past pain?

Can your mind and body be absolutely quiet and so gather a lot of energy?

Note: a total of 2 minutes and 39 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti RV78DS1-7 Thinking about the future is the beginning of fear

J. Krishnamurti RV78DS3 Can you observe your thinking?

Video - 58 minutes - Rishi Valley - 7 December 1978

Summary

Do you know what it means to look at something?

What do you find when you observe thought?

Can you look at one thought without letting it fly about?

What is the background from which thinking is born?

When you see something for the first time you can't name it. It becomes memory the moment you name it.

Thinking about your exams makes you afraid.

To be free of fear is not to be involved in the past or the future.

Thinking itself is a movement of fear.

Right action is when there is no belief, prejudice or opinion.

Series: J. Krishnamurti RV78DS1-7 Thinking about the future is the beginning of fear

J. Krishnamurti RV78DS4 To behave rightly is to have consideration and respect

Video - 60 minutes - Rishi Valley - 12 December 1978

Summary

Are you frightened by your teachers?

Why do you compete? Why does any group of people compete?

What is behaviour? Courtesy and consideration. What is it to yield happily to another's wishes without being compelled?

Right behaviour implies courtesy, politeness, consideration and respect for others, whether a prime minister or a servant.

If the soil is not right, nothing will grow with any amount of planting seeds. When you listen with attention, in that soil the seed can take root and flower.

Series: [J. Krishnamurti RV78DS1-7 Thinking about the future is the beginning of fear](#)

[J. Krishnamurti RV78DS5 Look at the human being, not the word](#)

Video - 77 minutes - Rishi Valley - 14 December 1978

Summary

Why do you think the mind should be kept quiet?

Can you look at the mountain without naming it?

The word is not the thing. When the word comes in between the observer and the observed, it distracts.

Identification prevents you from looking at a human being.

Can you observe your mind chattering?

If you separate yourself from anger, then you try to control, suppress or run away from it; but if you are that, the very thing that you have been calling anger changes completely.

What is a habit?

Why is the mind frightened or bored when it is not chattering?

The word is never the thing. I can paint a picture of that hill but the painting is not the hill.

Series: [J. Krishnamurti RV78DS1-7 Thinking about the future is the beginning of fear](#)

[J. Krishnamurti RV78DS6 Intelligence is total security](#)

Audio - 77 minutes - Rishi Valley - 18 December 1978

Summary

What will you do to have security, a life without conflict that is happy, productive and creative?

Have you the capacity or energy to say, 'I don't care if it brings me happiness or money, this is what I want to do'?

The world is very difficult, cruel and rather mad. That's a reality. How will you meet this madness?

Is there such a thing as complete security?

Tradition and culture prevent you from being intelligent. Tradition says to accept authority, and the acceptance of authority is lack of intelligence.

Do you have love?

The whole of life means relationship with humanity, with each other.

Education is to help you put away all problems, understand them, so that your mind is young and not burdened.

Why are you in conflict?

Series: J. Krishnamurti RV78DS1-7 Thinking about the future is the beginning of fear

J. Krishnamurti RV78DS7 Love means having no fear

Audio - 70 minutes - Rishi Valley - 19 December 1978

Summary

How can we bring about a human being who has understood activity in the technological field and also is very moral, ethical, aesthetic, with a sense of deep religious life?

It is very important that when you come here aged 5 or 8, you can remain until you have finished college.

What is it to be sensitive?

Can we stop destroying each other?

Q: Have you never eaten non-vegetarian?

Love means to pay attention, to care, and have no fear.

You can listen very well if you are very quiet.

Series: J. Krishnamurti RV78DS1-7 Thinking about the future is the beginning of fear

J. Krishnamurti RV79DS1 To be sensitive is to be aware of what you are doing

Video - 56 minutes - Rishi Valley - 17 November 1979

Summary

It is very important while young to cultivate the brain's sensitivity and the capacity to think widely.

How very important it is to cultivate all our senses.

Learn for your own sake to be extremely attentive, to watch people, to listen to people, to see everything around you.

Over millions of years, our brains have passed through many experiences, adversities, troubles, suffering, pleasures and agony. Your brain is not your brain, it's the brain of human beings.

Why do you eat meat?

Note: a total of 2 minutes and 46 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti RV79DS1-4 Begin to learn how to learn

J. Krishnamurti RV79DS2 Do you lead a life of hypocrisy?

Audio - 66 minutes - Rishi Valley - 19 November 1979

Summary

As long as you are not expressing yourself and are pretending to be something else, you are a hypocrite.

Education is to cultivate and encourage capacity, skill, endurance, so that you are a total human being with a good mind.

If you live a life which is contradictory, self-deceptive, not consequential, logical, sane, then you are not good or harmonious.

How do you look at your thinking?

Why do so many thoughts arise?

How can you be sensitive if you eat meat?

Series: [J. Krishnamurti RV79DS1-4 Begin to learn how to learn](#)

[J. Krishnamurti RV79DS3 Can you be free of the image?](#)

Video - 73 minutes - Rishi Valley - 21 November 1979

Summary

When the mind and the eye come together instantly you will have an extraordinary quality of attention.

Thought is the movement of words and symbols.

Knowledge can never be complete, so thinking is never complete.

What happens when you do something from very limited knowledge?

What shall we do to be free of hurt?

As long as you have an image, it is going to be hurt. How can you be free of the image?

Society, parents, grandparents, friends, condition you.

You have been educated and have lived with ideas and not with facts.

Note: a total of 4 minutes and 5 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti RV79DS1-4 Begin to learn how to learn](#)

[J. Krishnamurti RV79DS4 Do you have confidence or trust in anybody?](#)

Video - 69 minutes - Rishi Valley - 27 November 1979

Summary

Do you respect anybody?

Teaching is the greatest and noblest profession in the world, because you are bringing about a new generation of people.

It is the function of a school to help you to be intelligent and you cannot be intelligent if you are frightened. Can the teachers and students help each other not to be frightened?

Unless you know how to live harmoniously without conflict, you will always have fear.

There is freedom in trust.

What has happened to your mind when you trust somebody completely?

We must create in this school people whom you all can trust.

Series: [J. Krishnamurti RV79DS1-4 Begin to learn how to learn](#)

[J. Krishnamurti RV80DS1 What happens when you are concerned only with yourself?](#)

Video - 73 minutes - Rishi Valley - 11 December 1980

Summary

When you are concerned about yourself, you build a wall which separates you from others.

Are you studying subjects for yourself, or to pass exams and get a job?

A motive is a movement of desire.

Why are you being educated?

What do you call a good life?

What happens when you have no relationship with anyone?

Do you realise that there is no security in a person?

Is there absolute security?

What do you mean by, 'I get hurt'?

Will anybody help you to break the wall of self-concern?

Series: [J. Krishnamurti RV80DS1-4 Never stop learning](#)

[J. Krishnamurti RV80DS2 Are you aware of what is happening in the technological world?](#)

Video - 71 minutes - Rishi Valley - 13 December 1980

Summary

Computers will do almost anything that the human brain can do.

Robots will solve mechanical labour problems, changing society and allowing more and more leisure. What will you do with that leisure?

You are the result of the past. Your thinking is based on knowledge, the past. If you are living in the past, what is happening to your mind?

How do you look at yourself?

You are destroying yourself by comparing with somebody else.

If I am under pressure I limit my energy; when I am free my energy is enormous.

You have to find out what you mean by learning.

Note: a total of 10 minutes and 54 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti RV80DS1-4 Never stop learning](#)

[J. Krishnamurti RV80DS3 Thinking about the future causes fear](#)

Video - 61 minutes - Rishi Valley - 15 December 1980

Summary

Is there is a way of learning that is not mechanical or repetitive?

What do you want the future to be?

When you look at a flower, what is happening?

What do you feel when you have discovered that fear only exists because of something?

The moment thought operates it brings pleasure, pain or fear.

How will you prevent thought arising about the future?

Why is your mind occupied with something or other all the time?

Series: [J. Krishnamurti RV80DS1-4 Never stop learning](#)

[J. Krishnamurti RV80DS4 Freedom, responsibility and discipline](#)

Video - 64 minutes - Rishi Valley - 17 December 1980

Summary

A mind is only free when it is not caught in a programme.

What is the state of a mind that begins to question?

'Thinking for yourself,' is a dangerous statement.

Is intelligence operating, so that you never accept anything but are questioning, exploring, and awake all the time?

I feel responsible when I am here that this place is the most beautiful place on earth, where people grow, flower, become intelligent.

If you see what freedom, responsibility and discipline are, they are all together; not separate but one tremendous movement.

I want to be quiet but thought is going on. I am questioning why thought is going on, not wanting to be quiet – do you see the difference?

Series: [J. Krishnamurti RV80DS1-4 Never stop learning](#)

[J. Krishnamurti RV80TSS Short talks given by Krishnamurti and Indira Gandhi](#)

Audio - 15 minutes - Rishi Valley - 20 December 1980

Summary

Rishi Valley came into existence for education.

What is most important in the world is that we have a global mind.

Our education is the combination of technological capacity and to live a life of care, consideration, affection, with a sense of sacred, religious responsibility.

The introductory talk given by Krishnamurti was followed by a talk by Indira Gandhi:

Each person has to be themselves.

We are part of this earth; we are made of the same stuff as the earth, trees and rocks.

If you are open to teaching, you are receptive to what is happening around you.

[J. Krishnamurti RA81DS1 Learning and sorrow](#)

Audio - 53 minutes - Rajghat - 17 November 1981

Summary

If you are interested in looking out of the window and I want you to look at a book, what shall I do?

Learn how to attend and pay attention.

We learn something, store it in the brain as memory, and respond from memory when asked.

Do you read poetry?

Do you feel sorrow when a bird dies?

What is sorrow?

Series: [J. Krishnamurti RA81DS1-2 Learning and sensitivity](#)

[J. Krishnamurti RA81DS2 You become insensitive if you get used to anything](#)

Audio - 54 minutes - Rajghat - 19 November 1981

Summary

Are you happy here at this school?

If I scold you or am rough with you or say something harsh, you get hurt.

The moment you get hurt build a wall not to get hurt more, which is the beginning of insensitivity.

If you have fear, you become insensitive.

When we take each other for granted, what does that mean?

To become sensitive, watch very carefully that you don't fall into habit.

The deep study of mathematics is discovering order in the universe, in numbers, and also discovering if you have order in yourself.

Series: J. Krishnamurti RA81DS1-2 Learning and sensitivity

J. Krishnamurti RV81DS1 Have you ever asked yourself what knowledge is?

Video - 62 minutes - Rishi Valley - 10 December 1981

Summary

What do you learn from experiences?

You move from one item of knowledge to another but knowledge is the same.

Where is knowledge necessary and where is it not necessary?

Can you look at yourself without any image?

I can answer all your questions but I want you to think it out for yourself.

Series: J. Krishnamurti RV81DS1-2 Is there a learning that's not restricted to a particular point of view?

J. Krishnamurti RV81DS2 Will you be responsible not to be corrupt?

Video - 74 minutes - Rishi Valley - 15 December 1981

Summary

What do we mean by learning?

Education is basically to learn about yourself and your relationship to the world.

Q: You said that it is important to learn through sympathy and affection. I don't understand that.

Corruption is the way of life in this country. What are you going to do about it?

Do you want to find out if there is an alternative to taking exams and getting a job?

We are afraid to go against the current and stand alone. Why?

Is your action based on belief, the result of tradition, dependent on your parents, on what other people say?

By comparing yourself with somebody you never find out what you are. What are you?

What would you like to do for the rest of your life?

Series: J. Krishnamurti RV81DS1-2 Is there a learning that's not restricted to a particular point of view?

J. Krishnamurti BR82DSS1.1 Can you live without a single problem?

Video - 76 minutes - Brockwood Park - 30 May 1982

Summary

What is your response to all that is happening in the world?

If I see that all problems are related to all other problems then my approach is entirely different.

How will you live intelligently so that you have no conflict with anybody?

Do you want to live peacefully?

What does it mean to be a good human being?

Note: a total of 33 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR82DSS1.1-1.4 What does it mean to be a good human being?

J. Krishnamurti RV82DS1 Have you noticed how your brain is conditioned?

Audio - 65 minutes - Rishi Valley - 8 December 1982

Summary

If I had a son and a daughter here, what would I want them to become, to flower into?

Will you have a good body and a good brain?

Have you ever looked at a tree quietly?

If I specialise in one subject does that condition the brain?

Is it possible to uncondition the brain?

Ambition destroys love.

Saying exactly what you mean, without double-meaning, cynicism, bitterness or hatred.

Is knowledge an impediment?

Series: J. Krishnamurti RV82DS1-3 Is it possible to uncondition the brain?

J. Krishnamurti RV82DS2 Discipline means to learn

Video - 60 minutes - Rishi Valley - 13 December 1982

Summary

Has your mind stopped deteriorating?

Conflict is pretending to be one thing and doing something else.

Learning what self-control means.

What do I do with the feeling of anger?

What do you mean by learning?

Do you discipline yourselves, learn about yourselves?

If I am learning, that very learning brings about discipline.

Why don't you listen to somebody completely?

Looking without the word.

The importance of learning something new.

Series: J. Krishnamurti RV82DS1-3 Is it possible to uncondition the brain?

J. Krishnamurti RV82DS3 What are the factors which bring about a deterioration of the brain?

Video - 53 minutes - Rishi Valley - 16 December 1982

Summary

Your brain is programmed to think that you are a Hindu, Muslim, Jew or Catholic, so your brain is mechanical.

What makes the brain deteriorate?

What happens when there is contradiction in you?

What brings about conflict?

How do I put an end to conflict? When you ask 'how', what does that mean?

What does a system do to your brain?

When the brain becomes more and more mechanical, it is again deteriorating.

Q: Does competition bring about deterioration?

Series: [J. Krishnamurti RV82DS1-3 Is it possible to uncondition the brain?](#)

[J. Krishnamurti RV83DS1 What is your future?](#)

Video - 69 minutes - Rishi Valley - 12 December 1983

Summary

Ideals are separating people; nationalism is creating wars.

Will you stop being nationalistic or calling yourself a Hindu, Muslim or Sikh?

If I don't change now, my future will be exactly what I am now, slightly modified.

Nationalism is denying your security.

What is the future for each one of you?

Thinking about the future and the past causes pain and fear, but you do have to think about practical matters.

The future and the past are contained in the present.

Do you want to be free of fear or do you like it?

Note: a total of 31 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti RV83DS1-4 A good human being is one who is not fragmented](#)

[J. Krishnamurti RV83DS2 The function of an educator is to help students have a good academic brain and be good human beings](#)

Video - 69 minutes - Rishi Valley - 14 December 1983

Summary

I think being a teacher is the greatest profession in the world because they are preparing a new generation of people.

Society and government put pressure on you that you must kill. Will you?

A good human being is whole, not fragmented, saying one thing and doing another, thinking one thing and acting in a totally different way.

Do you know what ambition does?

Do you want to lead a mediocre life?

It's your responsibility as well as mine in this relationship to help each other to be good.

What makes the brain degenerate?

If the computer and the robot take over the activities of human beings, what is going to happen to us?

To change the society, change yourself.

Note: a total of 2 minutes and 41 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti RV83DS1-4 A good human being is one who is not fragmented

J. Krishnamurti RV83DS3 Where do I look to see what I am?

Video - 67 minutes - Rishi Valley - 16 December 1983

Summary

Relationship is one of the most sacred things in life. In relationship you discover everything that you are.

Our actions, feelings, everything we do is limited because it is controlled by thought.

When you know what you are through your relationship, and penetrate that, then you can go an immeasurable distance inwardly.

If I see that nationalism is one of the causes of war, killing people by the million, I no longer belong to any country.

If you realise that you are mediocre and you break through it, you cease to be mediocre and are intelligent.

What do you consider as religion?

Note: a total of 1 minute and 15 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti RV83DS1-4 A good human being is one who is not fragmented

J. Krishnamurti RV83DS4 Why do images about oneself and others arise?

Audio - 94 minutes - Rishi Valley - 18 December 1983

Summary

What does relationship mean?

When parents have an image about you and you have an image about them, relationship doesn't exist, only ideas and images.

Is it possible to live without images?

When I am thinking about myself all day long, it's very limited. What happens when there is limitation?

As long as you have images about anybody there is bound to be conflict.

Why should the brain register flattery or insult?

Love is a tremendously important thing in life, but you can't cultivate it.

Can you observe without the past? Can you observe a tree without the naming of it?

Series: J. Krishnamurti RV83DS1-4 A good human being is one who is not fragmented

J. Krishnamurti RV84DS1 Can we stop thinking about ourselves?

Audio - 77 minutes - Rishi Valley - 7 December 1984

Summary

Q: Why do we have prejudices?

One must have a free mind and brain to understand something.

The brain needs tremendous security. Is thought secure? Will thinking make you secure?

Is knowledge secure? Do you find security through comparison?

The brain which lives without security will be confused whatever it does. How can you be clear when you are confused and seeking security in things that don't give it? Can the brain clear itself

of its confusion?

The brain has capacity to go in one direction to an extraordinary extent, technologically. Being self-centred, selfish, that capacity has been reduced to a very small affair. Thinking about oneself is a very small affair and because it is small the brain gets confused.

Series: [J. Krishnamurti RV84DS1-3 Each time you watch you are learning](#)

[J. Krishnamurti RV84DS2 The brain is always recording](#)

Video - 64 minutes - Rishi Valley - 18 December 1984

Summary

Q: Are you sensitive?

If I prejudge you, I can't see you directly.

Do all the colours in this valley, and the sunlit rock on that hill early in the morning - all this beauty around you - mean something to you?

Do you watch very carefully? If you watch very carefully, it never becomes routine. Are you thinking while you are watching? Do you watch with your eyes only, or altogether? When you watch you begin to learn.

I am watching those trees and I am also watching myself. If you do that you become tremendously alive, your brain becomes extraordinarily sensitive.

Are you sensitive to people, to suffering? What is your relationship to what is happening in the world?

What is the use of education?

Series: [J. Krishnamurti RV84DS1-3 Each time you watch you are learning](#)

[J. Krishnamurti RV84DS3 What is the cause of corruption?](#)

Video - 64 minutes - Rishi Valley - 20 December 1984

Summary

Q: What is the cause of corruption?

Human beings have capacity and talent. Talent is to paint, to play an instrument, or to be a very good human being. Find out your own talent, not imposed by education, your parents or society, but find out something that you have for yourself.

Discover your own talent and stick to it, whether you become poor, rich or successful. Your brain is conditioned by society, so your own talent is destroyed by this pressure.

What is the cause of corruption? If you are interested in yourself, in what you want, in what you must be, if you are greedy, envious, harsh or brutal, then there is corruption.

The real cause of corruption is inside you. Unless you find that out and change it, you will be a corrupt human being.

Series: [J. Krishnamurti RV84DS1-3 Each time you watch you are learning](#)

[J. Krishnamurti BR85DS1.1 What was your background like?](#)

Video - 60 minutes - Brockwood Park - 2 June 1985

Summary

Q: What is our relationship to life?

What were your parents like, how did they treat you? What was your relationship to your mother, father, brothers and sisters? What did you feel?

Was your mother merely looking after you or was there a great deal of affection, care and responsibility? What was your relationship to the whole thing: life, trees, the grass, flowers and to

your parents?

Have you discovered for yourself what your background is, what your conditioning is, why you think this and not that?

Where you begin to learn about yourself, you learn about your own way of looking.

Series: [J. Krishnamurti BR85DS1.1-1.3 There is freedom when there is learning](#)

[J. Krishnamurti BR85DS1.2 There is freedom when there is learning](#)

Video - 62 minutes - Brockwood Park - 9 June 1985

Summary

Q: What is the difference between learning and accumulating knowledge?

Do you see the difference between memorizing to pass exams, have a skill, get a job, and learning?

When you are learning mathematics or history you are accumulating information and it becomes almost automatic. The brain becomes mechanical. You are being programmed when you learn how to dance or to play football. You have been programmed to be a Hindu or a Christian. Do you realize this as a fact?

If in the same way you use knowledge of what you have learned about me, that becomes a memory, then it becomes a barrier and you don't look at me afresh.

Series: [J. Krishnamurti BR85DS1.1-1.3 There is freedom when there is learning](#)

[J. Krishnamurti BR85DS1.3 Isn't comparison a form of violence?](#)

Video - 60 minutes - Brockwood Park - 18 June 1985

Summary

Will you stop your own violence?

What is non-violence? Are you psychologically violent? Don't you compete?

Hasn't your brain been programmed to compare, to react? Aren't reactions mechanical?

The brain is conditioned to repeat. Can you observe the whole movement of comparison? Can you live without comparison and competition?

How do you react to what is happening in the world? Can you look without the word?

Isn't learning observing without the word?

Series: [J. Krishnamurti BR85DS1.1-1.3 There is freedom when there is learning](#)

[J. Krishnamurti RV85DT1 A different human being](#)

Audio - 77 minutes - Rishi Valley - 3 December 1985

Summary

Facing the corruption in the world, what are we to do? Do we avoid thinking about this?

Is it possible to bring about a different quality of human being?

Isn't what you call learning memorizing?

Is there an education that will bring about a holistic way of living?

Will you listen to a man who says there is a different way?

Series: [J. Krishnamurti RV85DT1-3 Can the mind be in a state of not-knowing?](#)

[J. Krishnamurti RV85DS1 What is the taste of fear?](#)

Video - 67 minutes - Rishi Valley - 5 December 1985

Summary

Q: What is fear?

Are you afraid of something? What do you mean by fear? What is the feeling that you have when you are frightened? What is the motivation, what starts fear, the cause, the root, the basis of it?

People have gone to war, killed each other on account of fear. There is division between us. As long as nationalism, racialism, tribalism exists, you are going to kill somebody or somebody will kill you. If you have no nationality, then what do you identify with?

Fear is involved in time. Our life is entangled, concerned with time. The past controls the present and the present is shaping the future. So the future is now being formed. Is there a way of being free of time?

Series: J. Krishnamurti RV85DS1-2 In attention there is no effort

School Discussions

J. Krishnamurti BR69DSS1 Freedom, peace and compassion

Audio - 61 minutes - Brockwood Park - 28 September 1969

Summary

Do you want to deal with the whole question of cruelty or only with a particular form?

You must have knowledge and yet can you live in this world freely?

Are we concerned with a corner of the field or with the whole field?

How am I to live intelligently, being free, at peace and with compassion?

Why is it not freedom to say, 'I will do what I want to do'?

Series: J. Krishnamurti BR69DSS1-10 Learning is intelligence

J. Krishnamurti BR69DSS2 How do we awaken intelligence?

Audio - 57 minutes - Brockwood Park - 1 October 1969

Summary

What are you going to do in life?

As you explore the whole of living, shouldn't you also explore what religion is?

We are together at Brockwood. I accept this at the beginning and later become lazy. What will you do?

Series: J. Krishnamurti BR69DSS1-10 Learning is intelligence

J. Krishnamurti BR69DSS3 Living without harming

Audio - 68 minutes - Brockwood Park - 4 October 1969

Summary

Where do you draw the line between killing and non-killing?

Are you inflicting suffering on animals and people?

Not to want to hurt another is difficult.

What does it mean to think or feel non-dualistically?

If one is acting, thinking and feeling in terms of pleasure, how can there be compassion?

You are intelligent, compassionate and considerate. How are you going to communicate with me who is not?

Series: J. Krishnamurti BR69DSS1-10 Learning is intelligence

J. Krishnamurti BR69DSS4 An awareness in which 'to be' is non-existent

Audio - 90 minutes - Brockwood Park - 5 October 1969

Summary

Living without the verb 'to be'.

Why should one assert 'I am'?

Words shape feelings, feeling shapes words - they are not separate.

Can you and I communicate wholeness to each other?

You are compassionate and have a feeling for the whole. How are you going to show me that?

The word 'compassion' means passion for the whole of the world. Have you that feeling?

This discussion includes a talk by David Bohm on the semantics of 'I am'.
Series: [J. Krishnamurti BR69DSS1-10 Learning is intelligence](#)

[J. Krishnamurti BR69DSS5 Authority, freedom, intelligence and responsibility](#)
Audio - 41 minutes - Brockwood Park - 7 October 1969

Summary

Which do you think is of greater significance: authority, freedom or intelligence?

When we do things together, what place has authority and freedom?

There is a difference between responsibility and authority.

Responsibility can become authoritarian, or something creative.

Series: [J. Krishnamurti BR69DSS1-10 Learning is intelligence](#)

[J. Krishnamurti BR69DSS6 There is no prejudice in awareness](#)
Audio - 86 minutes - Brockwood Park - 12 October 1969

Summary

What is boredom?

Can I be aware of my conclusions and prejudices?

As long as the mind is unaware, it is going to resist, divide and have prejudices.

When the mind is aware, there is no prejudice.

Awareness is not habit, practice or discipline.

Where there is intelligence there is no prejudice; the unintelligent mind is prejudiced.

Series: [J. Krishnamurti BR69DSS1-10 Learning is intelligence](#)

[J. Krishnamurti BR69DSS7 At what time should we go to bed?](#)
Audio - 83 minutes - Brockwood Park - 19 October 1969

Summary

What shall we do about the matter of going to bed at a certain time and sticking to it?

What would be a reasonable bedtime?

Find out why it is important to be alone, see what is implied and test it day and night.

Why do we say one thing and do another?

Why should we be frightened?

Do you treat Brockwood as your home?

Series: [J. Krishnamurti BR69DSS1-10 Learning is intelligence](#)

[J. Krishnamurti BR69DSS8 Do you know that society and friends influence you?](#)
Audio - 84 minutes - Brockwood Park - 21 October 1969

Summary

We are persuaded and influenced by friends, family, society and culture.

Can you observe influence?

You can only observe if there is vulnerability.

Can one be free of all influence and conditioning?

Series: J. Krishnamurti BR69DSS1-10 Learning is intelligence

J. Krishnamurti BR69DSS9 Do you see the danger of fragmentation?

Audio - 83 minutes - Brockwood Park - 23 October 1969

Summary

Are we a community?

What is the relationship between a member of a community and the community itself?

What is the action that will bring about wholeness, in which fragmentation doesn't exist?

When you don't know something, what happens to the brain?

How does fragmentation come about?

We are not refined or sensitive.

How does refinement come into being completely?

You must leave Brockwood without ever being fragmented again. That is a real revolution.

Series: J. Krishnamurti BR69DSS1-10 Learning is intelligence

J. Krishnamurti BR69DSS10 Pleasure, fear and love

Audio - 71 minutes - Brockwood Park - 25 October 1969

Summary

The yesterday, today and tomorrow are more or less the same, modified but the same movement.

What is going to be your future?

What place have sex and pleasure in love?

Where is the line between pleasure, fear and love?

We divide love, pleasure and fear and try to keep each one in its compartment.

Can the mind not be fragmented, be individual, indivisible?

Do you know what meditation is?

Can you sit quietly without decision?

Series: J. Krishnamurti BR69DSS1-10 Learning is intelligence

J. Krishnamurti BR70DSS Feeling secure

Audio - 87 minutes - Brockwood Park - 31 January 1970

Summary

What is order?

What is discipline?

Are you free?

Unless you have space, there is no order.

Feeling completely at home, without fear.

How will you bring order in your home?

Meditation.

J. Krishnamurti BR72DSS1.01 Are you revolutionary?

Audio - 85 minutes - Brockwood Park - 21 May 1972

Summary

How are you going to meet the world?

Conforming and imitating.

Are you revolutionary?

Do you own ideas, beliefs and conclusions?

Responsibility, laziness and authority.

Why are you hurt?

The image takes the place of reality, which is that I am absolutely nothing.

Series: [J. Krishnamurti BR72DSS1.1-1.10 We are here to learn](#)

J. Krishnamurti BR72DSS1.02 You can live without an image

Audio - 90 minutes - Brockwood Park - 23 May 1972

Summary

Energy without motive.

Resistance and wasting energy.

Contradictory demands.

Action without conflict.

Action based on facts.

You can live without an image.

The Ganges.

Morning Meeting.

I want to look at myself, understand myself.

Series: [J. Krishnamurti BR72DSS1.1-1.10 We are here to learn](#)

J. Krishnamurti BR72DSS1.03 The trap of mediocrity

Audio - 78 minutes - Brockwood Park - 1 June 1972

Summary

What is emotion?

Is there a feeling which is not a reaction?

To see originally, without the image.

When are images necessary?

The implications of mediocrity.

Be clear why you want to follow a certain career.

Are you going to fall into the trap of mediocrity?

See whether thought can be quiet.

Series: [J. Krishnamurti BR72DSS1.1-1.10 We are here to learn](#)

J. Krishnamurti BR72DSS1.04 Refreshing the mind

Audio - 99 minutes - Brockwood Park - 4 June 1972

Summary

Can I act without any kind of fear?

We are here to learn.

Dependency on someone to learn.

Refreshing the mind between lessons.

What am I to do when I have been hurt?

Listen completely.

Sitting quietly.

Series: J. Krishnamurti BR72DSS1.1-1.10 We are here to learn

J. Krishnamurti BR72DSS1.05 Prejudice

Audio - 73 minutes - Brockwood Park - 8 June 1972

Summary

Is intelligence cultivatable?

Action springing from intelligence

When you drop your prejudices you are learning.

Once you see the absurdity of prejudices you will never pick one up.

Series: J. Krishnamurti BR72DSS1.1-1.10 We are here to learn

J. Krishnamurti BR72DSS1.06 What am I?

Audio - 92 minutes - Brockwood Park - 11 June 1972

Summary

A history of religious inquiry.

Yoga and physical health.

What am I?

The process of identification.

The burden of experience.

Observe, learn and act in one movement.

Analysis.

An action which reveals the totality of the 'me'.

Series: J. Krishnamurti BR72DSS1.1-1.10 We are here to learn

J. Krishnamurti BR72DSS1.07 Fragmentation

Audio - 83 minutes - Brockwood Park - 15 June 1972

Summary

The significance of knowledge.

What is simplicity?

Honesty.

Communication without the movement of thought.

What is the state of the mind that is attentive?

Why are you fragmented?

Series: [J. Krishnamurti BR72DSS1.1-1.10 We are here to learn](#)

[J. Krishnamurti BR72DSS1.08 Seeing a fact together](#)

Audio - 83 minutes - Brockwood Park - 18 June 1972

Summary

Why do we separate living from dying?

What is living to you?

Conflict and harmony.

The phenomenon of death.

If we see the same thing at the same time with the same intensity at the same level then our action is harmonious.

Imitation and conformity.

Seeing a fact together.

Meet this world intelligently.

Series: [J. Krishnamurti BR72DSS1.1-1.10 We are here to learn](#)

[J. Krishnamurti BR72DSS1.09 The danger of hurts](#)

Audio - 72 minutes - Brockwood Park - 22 June 1972

Summary

How do you react to pain?

Is there a way of dealing with pain without conflict, struggle?

How do you watch pain?

What happens when you have all these hurts inside you?

How shall I deal with past hurts?

Seeing the importance of having a mind that cannot be hurt.

The danger of hurts.

Conclusions prevent insight.

Series: [J. Krishnamurti BR72DSS1.1-1.10 We are here to learn](#)

[J. Krishnamurti BR72DSS1.10 Love and beauty](#)

Audio - 80 minutes - Brockwood Park - 25 June 1972

Summary

What is your response to the way the world is?

What is the movement that brings about total harmony in a human being?

What is love?

What is beauty?

Co-operation and working together.

Series: J. Krishnamurti BR72DSS1.1-1.10 We are here to learn

J. Krishnamurti BR72DSS2.1 Why Brockwood exists

Audio - 80 minutes - Brockwood Park - 26 September 1972

Summary

Types of division in the world.

Why Brockwood exists.

Function, status and responsibility.

You should leave here a completely psychologically changed human being.

Authority in relationship.

Staff/Student division.

Solving problems without authority.

Series: J. Krishnamurti BR72DSS2.1-2.7 The listening mind

J. Krishnamurti BR72DSS2.2 Division is deadly

Audio - 84 minutes - Brockwood Park - 29 September 1972

Summary

One has to find a balance between the extreme form of tradition and a world in which tradition hardly exists.

Does it take time to learn that division between human beings is a most deadly thing, or do you see it instantly?

What makes you say that division is deadly?

Anger in itself is poison.

The seeing doesn't take time at all. The seeing of it is the learning of it.

Can you see yourself completely, at once?

To live totally differently, any part of the world's corruption cannot exist in you.

Is yoga necessary?

Series: J. Krishnamurti BR72DSS2.1-2.7 The listening mind

J. Krishnamurti BR72DSS2.3 Communication without the blockage of images

Audio - 83 minutes - Brockwood Park - 1 October 1972

Summary

Communication.

The expression of thought.

Is there a thinking without the word, image or symbol?

What is the quality of the mind that is listening?

Don't take time to get rid of blockages.

Will won't dissolve the blockage.

What is the state of the mind that is attentive, perceptive?
Series: J. Krishnamurti BR72DSS2.1-2.7 The listening mind

J. Krishnamurti BR72DSS2.4 Is life a battle?

Audio - 99 minutes - Brockwood Park - 6 October 1972

Summary

What does death mean to you?

What does life mean to you?

If death is part of living, why do you put it away?

Why are you attached to anything?

All opposites have the seed of their own opposite.

Is living a battle?

I am learning about authority, therefore my mind is essentially humble.

Series: J. Krishnamurti BR72DSS2.1-2.7 The listening mind

J. Krishnamurti BR72DSS2.5 Fear of death

Audio - 85 minutes - Brockwood Park - 8 October 1972

Summary

Fear of death.

Escapes from being alone.

Death and isolation.

Thought creates fragmentation as the body, the psyche and death.

Thought, wanting security, has isolated itself.

Is there a mind in which there is no fragmentation at all?

To understand the whole, the part must disappear.

Are you seeing with thought or seeing without thought?

Action from seeing is something entirely different from action of time.

Attention without effort.

Series: J. Krishnamurti BR72DSS2.1-2.7 The listening mind

J. Krishnamurti BR72DSS2.6 What is your responsibility in a sick society?

Audio - 83 minutes - Brockwood Park - 10 October 1972

Summary

What is a good brain?

When you don't compare, the brain has to deal with 'what is'.

What is suffering?

What is your responsibility in a sick, insane society?

Negate everything and you will come to the positive.

Consideration and respect for others.

Series: J. Krishnamurti BR72DSS2.1-2.7 The listening mind

J. Krishnamurti BR72DSS2.7 Listening without resistance

Audio - 85 minutes - Brockwood Park - 13 October 1972

Summary

Conscious and unconscious thinking.

Listening with the unconscious.

Resistance in the conscious mind.

What has happened to my mind when I am listening without resistance?

The extraordinary vitality of the mind and the heart.

Series: J. Krishnamurti BR72DSS2.1-2.7 The listening mind

J. Krishnamurti BR73DSS Don't be smothered by the world

Audio - 73 minutes - Brockwood Park - 7 February 1973

Summary

The degenerating world.

Unless you have a sense of depth in the mind you are going to be completely smothered by the world.

What is going to happen to you when you leave Brockwood?

The violence of conformity and obedience.

J. Krishnamurti BR73DSS1.01 What place has knowledge in the transformation of society and man?

Audio - 78 minutes - Brockwood Park - 6 May 1973

Summary

Does knowledge have any importance in bringing about a radical change in society or in the mind?

What is the function of knowledge?

What is the function of education? Why are we being educated at all?

What is the energy that will transform me and therefore transform society?

Do you see for yourself that knowledge is fragmentary?

Why has man given such tremendous importance to knowledge?

If somebody throws a light on my illusion, the very light dispels that illusion and I have a new energy.

Why does the brain want security?

Series: J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing

J. Krishnamurti BR73DSS1.02 Images in relationship

Audio - 103 minutes - Brockwood Park - 13 May 1973

Summary

Is reaction a total action or only a fragmentary action?

What is the action that is not fragmentary?

If I come to a conclusion and hold on to it, this prevents further inquiry.

We are educating each other to see the images that we have about ourselves.

How is the mind to go beyond images?

Any reaction or judgement is moving away from the fact of seeing the image.

Sensitivity in relationship.

Positive action is to do something about the image, and that creates another image. Negative action is to see the image and do absolutely nothing.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

[J. Krishnamurti BR73DSS1.03 The pressure of authority](#)

Audio - 110 minutes - Brockwood Park - 20 May 1973

Summary

What is preventing a sense of urgency and vitality?

The pressure of conformity and of authority.

The beauty of coming together for morning meeting.

Because you are disorderly, you are forcing me to be the authority.

Do you reject any kind of authority?

Are you free from external pressure so that you are totally responsible?

The greatest importance is that you should flower in responsibility.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

[J. Krishnamurti BR73DSS1.04 Affection and responsibility](#)

Audio - 81 minutes - Brockwood Park - 22 May 1973

Summary

Will you be responsible to bring about the right atmosphere so that you are totally awake, generating energy for yourself?

Affection is the basis from which one can wipe away misunderstanding.

The difference between affection and sentimentality.

Do you feel at home at Brockwood?

When you have the seed of affection flowering you will keep it all your life.

Total responsibility.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

[J. Krishnamurti BR73DSS1.05 Meditation](#)

Audio - 102 minutes - Brockwood Park - 3 June 1973

Summary

How is the mind to be still without any effort, conflict, control, and wastage of energy?

Has the brain any quality of its own which has not been imposed upon it from the outside?

The seeing is the factor in which there is silence and therefore freedom from contamination.

When there is anger, and you observe it with complete attention, there is freedom from anger.

The moment there is a total awareness, the observer is the observed.

Meditation is a state of mind in which there is only observation and nothing else.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

[J. Krishnamurti BR73DSS1.06 Perpetual learning is real revolution](#)

Audio - 90 minutes - Brockwood Park - 5 June 1973

Summary

Does the mind need distraction?

Knowing that specialisation restricts, what will you do?

The activity of learning.

Are you free to learn, to investigate, to explore and to inquire?

The capacity to learn.

Is your mind working in grooves and in habits?

Habits prevent orderliness.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

[J. Krishnamurti BR73DSS1.07 Wanting to be different is still the same](#)

Audio - 97 minutes - Brockwood Park - 10 June 1973

Summary

Why have the world and ourselves become so extraordinarily common?

Are you ordinary, mediocre?

Are we being educated to be ordinary?

Is it possible to break through mediocrity?

Is thought the origin of mediocrity?

When I function from knowledge, which is the past, mediocrity comes in.

Can the mind be free of knowledge and yet use knowledge?

You have paralysed yourself by concluding, whereas learning is not concluding.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

[J. Krishnamurti BR73DSS1.08 Total attention](#)

Audio - 98 minutes - Brockwood Park - 13 June 1973

Summary

The real meaning of yoga.

The practise of asana.

In yoga there should be no effort at all.

The practise of pranayama.

Attention without conflict or division.

You are inviting insults as long as you have images about yourself.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

J. Krishnamurti BR73DSS1.09 Living sanely in this insane world

Audio - 86 minutes - Brockwood Park - 17 June 1973

Summary

How do we educate each other to be deeply sane, healthy, holy and not mediocre?

What is your place as an educated human being in this world?

How do we live in this world without belonging to it?

The function of education is to help you to face the world in a totally different, intelligent way.

What are the implications of dependency?

Where is there complete security?

The act of learning is intelligence, and in learning there is tremendous security.

Series: J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing

J. Krishnamurti BR73DSS1.10 Love, relationship and images - 1

Audio - 102 minutes - Brockwood Park - 19 June 1973

Summary

What is love?

Is your mind capable of looking without thought?

When you look at love, do you look through the eyes of thought?

What is relationship?

Can there be a relationship with anybody if I have an image of that person?

Why does the mind have images?

Image distorts relationship.

How am I to meet you with a relationship which is not distorted?

Love is without an image.

As long as we are dealing with facts there is no image-forming.

Series: J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing

J. Krishnamurti BR73DSS1.11 Love, relationship and images - 2

Audio - 103 minutes - Brockwood Park - 24 June 1973

Summary

Do you actually see that you have images about another and about yourself?

What shall I do to be free of image-making?

Seeing verbally and non-verbally.

Are images necessary in relationship?

Why are we so easily satisfied with intellectual explanations?

Images that have emotional content distort relationship.

The 'me' with its image brings about conflict in relationship.

Where there is attachment there is pain.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

[J. Krishnamurti BR73DSS1.12 Pleasure and pain](#)

Audio - 102 minutes - Brockwood Park - 1 July 1973

Summary

What is pleasure?

How does pleasure arise?

What place has pleasure in relationship?

Where there is division there is pain.

Where pleasure comes into relationship there must be friction.

Can you live a harmonious life in which the conflict of pleasure and pain does not exist?

How am I to get out of the trap of pleasure and pain?

Desire has created this pattern of pleasure and pain and desire says, 'I must get out of this pattern.'

Any movement of thought is to create another pattern of pleasure and pain.

Series: [J. Krishnamurti BR73DSS1.01-1.12 Learning is the most important thing](#)

[J. Krishnamurti BR74DSS1.1 The nature of compulsion](#)

Audio - 95 minutes - Brockwood Park - 2 June 1974

Summary

What is your responsibility in this world?

Are we creating intelligent, good minds?

Facing this world, what am I to do?

What does it mean to live differently?

How does one bring about irrefutable order in oneself?

Intelligence has the insight to see the nature of compulsion.

Becoming aware of our own prejudices and habits.

Are you free of your prejudices to listen and learn?

Series: [J. Krishnamurti BR74DSS1.1-1-8 Thought is never free](#)

[J. Krishnamurti BR74DSS1.2 Never to be hurt](#)

Audio - 113 minutes - Brockwood Park - 6 June 1974

Summary

Is it possible not to be hurt at all?

Why am I hurt?

What is one to do with past hurts?

Can the mind observe hurt without any movement of thought?

Is the whole field of our activity the movement of thought?

Is there something beyond thought?

What is the beginning of thought?

Thought is never free.

Series: [J. Krishnamurti BR74DSS1.1-1-8 Thought is never free](#)

[J. Krishnamurti BR74DSS1.3 Thought creates fear](#)

Audio - 87 minutes - Brockwood Park - 9 June 1974

Summary

The problem of fear.

Why are we afraid of being judged?

Self-confidence.

Do you know your fears?

As long as you have an image about yourself, that is going to cause fear.

Why should one have an image at all?

Why does thought create fear?

Can you be free of fear and yet let thought function to its fullest capacity?

Series: [J. Krishnamurti BR74DSS1.1-1-8 Thought is never free](#)

[J. Krishnamurti BR74DSS1.4 The problem of influence](#)

Audio - 90 minutes - Brockwood Park - 13 June 1974

Summary

How do you respond to influences?

What does it mean to be insufficient or lonely?

How do you deal with the turmoil of experiences that have made you?

What does it mean to learn about yourself? Who is it that is learning?

Is the watcher different from the thing he watches?

What happens when the watcher and the watched are the same?

Series: [J. Krishnamurti BR74DSS1.1-1-8 Thought is never free](#)

[J. Krishnamurti BR74DSS1.5 Consciousness and attention](#)

Audio - 76 minutes - Brockwood Park - 16 June 1974

Summary

What is your response to the world around you?

What can a single human being do?

When the content of my consciousness changes radically, I affect the whole of the consciousness of man.

What is attention?

Can you give your attention completely to the content of your consciousness?

In concentration there is exclusion; in attention there is no exclusion or division.

We are concerned with how to bring about a different human being, a different mind, a different heart, a different intelligence.

Series: [J. Krishnamurti BR74DSS1.1-1-8 Thought is never free](#)

[J. Krishnamurti BR74DSS1.6 Death and intelligence](#)

Audio - 77 minutes - Brockwood Park - 20 June 1974

Summary

What does death mean to you?

Psychologically, inwardly, you have pain - what do you do? If you don't escape, what takes place?

Do you know what it is to be sensitive?

To understand the immensity of death one also has to understand the immensity of living.

Find out whether you can have intelligence enough to act rightly in every direction.

By denying what will not give intelligence, you are intelligent.

Series: [J. Krishnamurti BR74DSS1.1-1-8 Thought is never free](#)

[J. Krishnamurti BR74DSS1.7 The field of thought](#)

Audio - 89 minutes - Brockwood Park - 23 June 1974

Summary

What is seeing?

Where does the difference between people lie?

What is it to observe without the past?

What is the present?

Is there a wider function of the brain, which we have not touched at all?

Can thought be completely silent, except when it is needed?

If thought does not move, there is no illusion.

Is there an energy which is not of time and motive?

Series: [J. Krishnamurti BR74DSS1.1-1-8 Thought is never free](#)

[J. Krishnamurti BR74DSS1.8 Order and disorder](#)

Audio - 89 minutes - Brockwood Park - 27 June 1974

Summary

The conflict between man and man.

Why has man throughout the ages not been able to stop conflict?

When thought becomes the basis of existence then pleasure and fear become the main principles in life.

Life is energy and intelligence.

Thought is the origin of disorder, because thought is the response of the past.

Is there an action which is divorced completely from the past?

Series: [J. Krishnamurti BR74DSS1.1-1-8 Thought is never free](#)

J. Krishnamurti BR75DSS1.01 Freedom to learn

Audio - 92 minutes - Brockwood Park - 5 May 1975

Summary

What is the aim of this school?

Are you learning here?

What is your attitude towards learning?

Curiosity, energy and attention.

One can learn only when there is freedom.

Freedom doesn't mean to do what you want to do.

The nature and structure of authority.

Leaving the school as intelligent human beings.

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.02 Authority and influence

Audio - 108 minutes - Brockwood Park - 9 May 1975

Summary

Learning what is implied in authority.

Why is conformity to authority so strong in the world?

Why do you accept authority?

Most people accept authority as a means of survival, both psychological and physiological.

Are you aware that you are influencing others and others are influencing you?

If I am being influenced by everything around me, there is no freedom.

Is it possible to have a mind which has not been influenced at all?

Why do you have images?

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.03 What is the most important thing in life?

Audio - 100 minutes - Brockwood Park - 11 May 1975

Summary

What is the most important thing to learn in life?

Ambition, relationship, thought and love.

What is the most essential thing in life, which will cover the whole field of existence?

Are you curious about one or two things or are you curious about the whole of life?

Energy and curiosity.

Why aren't you totally, completely curious about yourself?

A mind that is in disorder cannot learn.

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.04 Excellence

Audio - 90 minutes - Brockwood Park - 15 May 1975

Summary

What is the starting point of inquiry and learning?

The moment there is a competitive spirit, excellence ceases.

Why are you competitive?

Do you see that you are conditioned to compete?

Why do you have opinions?

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.05 Like and dislike

Audio - 95 minutes - Brockwood Park - 18 May 1975

Summary

Are you envious of other people?

Why dislike a fact?

Why do you dislike somebody?

Opposites.

Violence implies comparison.

Can the mind, so heavily conditioned for millions of years, free itself?

Is this place helping you to be unconditioned altogether?

The spirit of learning.

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.06 Meditation and yoga

Audio - 83 minutes - Brockwood Park - 22 May 1975

Summary

Hatha Yoga and Raja Yoga.

Meditation and controlling thought.

Mechanical meditation.

Reality and illusion.

Fact and truth.

Complete action, out of time.

What is action which has no motive, which is not related to the past or to the future?

To empty consciousness of its content is part of meditation.

A sensitive, healthy, vital body is necessary if you want to know what meditation is.

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.07 Thinking

Audio - 89 minutes - Brockwood Park - 25 May 1975

Summary

Is there a thinking without words, images, symbols?

Thought is a movement in time.

The description, the word, is not the truth. The truth is 'what is'.

Seeing the fact.

In becoming there is no stability, no security, no certainty.

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.08 The untidy mind

Audio - 86 minutes - Brockwood Park - 29 May 1975

Summary

Listening, interest and attention.

Experience.

What keeps the memory of yesterday's incidents active?

An untidy mind cannot have a deep interest in anything.

Images and hurts.

Are you aware that your mind is untidy?

What am I?

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.09 What silence is

Audio - 89 minutes - Brockwood Park - 1 June 1975

Summary

What do you mean by seeing?

If I am aware that I am silent, is that silence?

Observing without the past.

When you realise you are greedy, what happens?

What does it mean to learn?

Why is it important to learn about oneself?

The mirror of relationship.

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.10 Death and ending

Audio - 93 minutes - Brockwood Park - 3 June 1975

Summary

What does death mean to you?

Attachment, loss and loneliness.

Being and becoming.

Ending every day.

Dropping habits.

What takes place in the interval between thoughts?
Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.11 What will change man?

Audio - 103 minutes - Brockwood Park - 12 June 1975

Summary

What does 'to change' really mean?

What does it mean to be aware?

Is there a difference between awareness and consciousness?

Perception is timeless.

Seeing the whole of something.

My mind is chattering and I am aware of it. Am I different from that chattering?

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.12 The superficial mind

Audio - 96 minutes - Brockwood Park - 15 June 1975

Summary

How can we go deeply if we're always living at the verbal level?

Are you aware of the fact without the description?

What happens to a superficial mind?

Are you aware that you are living at the level of superficiality?

A limited mind is a dangerous mind.

Can a superficial mind know what love and beauty are?

What is beauty?

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.13 Respect

Audio - 109 minutes - Brockwood Park - 19 June 1975

Summary

Can you cultivate respect?

Do you have respect for anybody?

Do you admire anybody or anything?

Excellence has nothing whatsoever to do with ambition.

Is respect mechanical?

Disrespect.

Series: J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young

J. Krishnamurti BR75DSS1.14 The whole content of my consciousness is me

Audio - 103 minutes - Brockwood Park - 22 June 1975

Summary

Is there a quality of mind that will solve problems and not carry them?

Are you aware that your mind is confused?

Is confusion brought about through comparison?

If I am angry, I can't do anything about it. It is. That is the truth. What I do about anger is not truth.

What is it that brings about clarity in consciousness?

Seeing and action.

What relationship has respect to discipline?

Series: [J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young](#)

[J. Krishnamurti BR75DSS1.15 Knowledge does not change man](#)

Audio - 87 minutes - Brockwood Park - 26 June 1975

Summary

Why do we have beliefs?

If you don't accept anything but are actually capable of observing, there is no necessity for any belief.

Since knowledge has not changed man radically, what will bring about a change in man?

It is your tremendous responsibility to change.

Intelligent action.

Series: [J. Krishnamurti BR75DSS1.1-1.15 Learn while you are young](#)

[J. Krishnamurti BR76DSS2.1 Acting without contradiction](#)

Video - 63 minutes - Brockwood Park - 26 September 1976

Summary

Why do you come here and not go to other schools?

What does communication mean?

The first thing is to learn the art of listening.

Can you live a life in which there is no contradiction whatsoever?

The more you know about yourself, the more you see the common factor in all human beings – fear, anxiety, unhappiness and death. When you see something so enormous there is an extraordinary sense of depth and vitality.

Is there a different way of living where we don't hate each other, where there is no violence, and there is some kind of affection and love?

What is it to be 'whole'?

All thoughts are negative.

Note: a total of 5 minutes and 40 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti BR76DSS2.1-2.6 Learning is not competition](#)

[J. Krishnamurti BR76DSS2.2 Is there a different way of helping the student to learn?](#)

Video - 85 minutes - Brockwood Park - 30 September 1976

Summary

When one is deeply hurt, the reaction is violence, hatred, anger or frustration. Is it possible never to be hurt?

Is it possible not to compare one student with another?

Everything around us is competitive and our whole society and education is structured on that.

Is there not a different way of helping the student to learn about himself, about mathematics and about the world? Learning is not competition.

What does it mean to learn?

Is there a different, non-mechanistic way of looking at life and living it?

Are you aware of your physical habits?

Why do you want to compare?

Why do you make an image of yourself?

Note: a total of 3 minutes and 12 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR76DSS2.1-2.6 [Learning is not competition](#)

[J. Krishnamurti BR76DSS2.3 What is love?](#)

Video - 77 minutes - Brockwood Park - 3 October 1976

Summary

What do you think love is?

When one says, 'I love you,' what does it mean? What is the depth of it, the full significance of it?

In attachment there is fear.

Do you know the difference between love and compassion?

Find out about what it means to meditate, because it's part of life—like love, being hurt, fear, pleasure and having a skill or job.

Have you ever asked why you are being educated?

Intelligence means seeing something clearly and acting instantly, not seeing something and acting ten years later.

If you want to be a professional, find the right job, the right livelihood. Are you concerned with having money and position, or what your intelligence says?

Note: a total of 9 minutes and 21 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR76DSS2.1-2.6 [Learning is not competition](#)

[J. Krishnamurti BR76DSS2.4 If you radically, psychologically change, you affect the consciousness of the world](#)

Video - 81 minutes - Brockwood Park - 8 October 1976

Summary

In each human being the whole history of mankind is stored.

We are responsible for creating authority because we live a disorderly life.

By observing the outer, I relate it to my inner life and see that the outer and inner are the same.

It is very important for a human being to undergo a deep revolution psychologically.

There is the energy of illusion and the energy of truth. How do we know that we don't have the energy of illusion?

Why do human beings create images about others?

Why is your brain always in activity? Because it is constantly in operation, you don't listen, observe or see.

Is it possible to stop this movement of chatter? If you can stop it then you won't form images.

Series: [J. Krishnamurti BR76DSS2.1-2.6 Learning is not competition](#)

[J. Krishnamurti BR76DSS2.5 Inward flowering](#)

Video - 81 minutes - Brockwood Park - 10 October 1976

Summary

Is each one of us in this small community flowering?

Why is thought in itself limited?

You have identified yourself with a small group. Why don't you identify yourself with the total human being, all the human beings in the world?

Can love be cultivated by thought?

Can you be totally empty in yourself, without being absorbed by the mountain, cloud, tree, the sound of a bird or the beauty of the land?

Ideas, ideals and religions are your toys and take you over. The moment they are questioned or disturbed, you are back to yourself and frightened.

When mechanical thought stops, there is something other.

Where there is beauty or love there is total absence of mischievous thought.

Series: [J. Krishnamurti BR76DSS2.1-2.6 Learning is not competition](#)

[J. Krishnamurti BR76DSS2.6 Can the constant movement of thought come to an end?](#)

Video - 74 minutes - Brockwood Park - 14 October 1976

Summary

If I want to listen to you I must pay attention to what you are saying. There must be no chattering in my mind.

You say you must control thought but who is the controller? Is the controller different from other thoughts?

When you say, 'I must control thought,' who is it that says this? Who is that 'I'?

Have you watched anything with all your senses?

When you pay complete attention then there is not only the awakening of the senses but there is no centre from which you are attending. There is no 'me' at that moment.

To negate all thought, that is, to have no thought at all, is meditation.

Can you live a life without conflict between two contradictory thoughts, desires or directions?

Note: a total of 4 minutes and 10 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti BR76DSS2.1-2.6 Learning is not competition](#)

[J. Krishnamurti BR77DSS1.1 Sex, money, power and relationship](#)

Video - 80 minutes - Brockwood Park - 24 January 1977

Summary

Why have money, sex and power become tremendously important in life?

The world is asking you to be a great success in the sense being popular, well known, have plenty of money. Is this what you want?

Why does the mind, the brain, pursue pleasure in different forms?

As young people growing up in this ugly world, what is your relationship with the world and yourself?

What is energy?

When you are basing all action on knowledge it becomes mechanical. There is a totally different way of acting, which is to have an insight.

Series: [J. Krishnamurti BR77DSS1.1-1.2 Can you act in the world without any pressure from anybody?](#)

[J. Krishnamurti BR77DSS1.2 Order, influence, intelligence and watching](#)

Video - 83 minutes - Brockwood Park - 28 January 1977

Summary

Wastage of energy is disorder, so where there is order there is more energy.

Do I live a disordered and contradictory life inwardly and outwardly?

Is strength the opposite of weakness? If it is, it is weak.

Will you act in the world without any pressure from anybody?

When there is choice your action will be born out of confusion.

When there is intelligence, nothing can influence you, nobody can put you under pressure.

Part of our education at Brockwood is to see that you are watching, not coming to any conclusion – just watching.

Don't let your desire or your parents or anybody tell you what to do. Just watch – how you sit, how you walk, how you watch your thoughts.

Series: [J. Krishnamurti BR77DSS1.1-1.2 Can you act in the world without any pressure from anybody?](#)

[J. Krishnamurti BR77DSS2.1 What is the common factor amongst all of us?](#)

Video - 47 minutes - Brockwood Park - 24 September 1977

Summary

What is the common factor amongst all of us together?

Pursuing pleasure.

When you're isolated through pleasure, what then is relationship?

At Brockwood our intention is to help each other to awaken intelligence in observing the activities of the 'me', the self, and also be academically excellent.

The beginning of the awakening of intelligence is finding out a way of living in which there is total absence of attachment and at the same time affection and care.

Finding out how to listen.

Series: [J. Krishnamurti BR77DSS2.1-2.8 What happens to the brain that is completely free from all pressure?](#)

[J. Krishnamurti BR77DSS2.2 Are you aware that you are conditioned?](#)

Video - 90 minutes - Brockwood Park - 2 October 1977

Summary

Why is it we are conditioned? Who conditions us?

The 'me' is always separate.

Pleasure is not only in the past; pleasure is the past. Pleasure is one of the great factors of isolation.

When there is an attachment, that is also a form of pleasure which is isolating.

Is it possible to live without any kind of conditioning?

Why have human beings made such a colossal thing of sex?

Can I, who am the representative of the rest of mankind, have clarity?

To keep sex in its right place is an art of living.

Series: J. Krishnamurti BR77DSS2.1-2.8 What happens to the brain that is completely free from all pressure?

J. Krishnamurti BR77DSS2.3 Freedom, authority and responsibility

Video - 84 minutes - Brockwood Park - 6 October 1977

Summary

What is freedom?

When we all talk things over, reasonably and clearly seeing together, there is no authority.

If we all see the same thing there is no need for agreement.

If you are in disorder inwardly and outwardly you are creating authority.

Why is there at Brockwood, at eight o'clock in the morning, an assembly of the school?

What happens when you sit quietly for even ten minutes or five minutes?

When you are young, why are you lazy?

Do you as a group see the importance of beginning the day with quietness?

Do you feel responsible for coming together in the morning?

Freedom means the emptying of your conditioning.

Note: a total of 8 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR77DSS2.1-2.8 What happens to the brain that is completely free from all pressure?

J. Krishnamurti BR77DSS2.4 Why does the brain register?

Video - 80 minutes - Brockwood Park - 9 October 1977

Summary

At Brockwood we are trying to awaken intelligence that is not born of thought.

Do you see the danger of division – politically, religiously, geographically, nationally?

Intelligence is to have extraordinary insight immediately. That is the action of intelligence, which is not the intelligence thought has created.

If you call me a fool, why should I register it?

If I had no image I would never be hurt.

Any form of image that one has about oneself is bound to bring about division and then conflict.

If there is no psychological registration there is intelligence.

What is the nature of the brain or the mind that doesn't react?

Series: J. Krishnamurti BR77DSS2.1-2.8 What happens to the brain that is completely free from all pressure?

J. Krishnamurti BR77DSS2.5 Is there a way of living with no shadow of fear?

Video - 89 minutes - Brockwood Park - 13 October 1977

Summary

Thinking about the future creates fear.

What is your relationship with each other? Is it based on intelligence, or on opinion, your like and dislike?

Perception that you frighten me, that perception, that seeing, that insight is intelligence. Then that intelligence is going to act, not my fear of you.

Living in a small community, are you afraid of authority?

Out of disorder we create authority.

When you leave Brockwood, where we are all vegetarian, and then eat meat at home, you are conforming.

Why are you frightened of public opinion?

Note: a total of 19 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR77DSS2.1-2.8 What happens to the brain that is completely free from all pressure?

J. Krishnamurti BR77DSS2.6 The difference between duty and responsibility

Video - 97 minutes - Brockwood Park - 16 October 1977

Summary

To be responsible implies responding, reacting correctly to any challenge or happening.

What is it like to be without pressure?

What happens to the mind that is in constant battle?

Yoga is not muscular cultivation.

When there is constant strain, effort and pressure, is there love?

Is there passion when I follow duty? Is there passion when I'm really remembering pleasure and pursuing it?

What is insight and what is thought?

You try to control thought or anger, to suppress jealousy thinking that you are different from it, but you are that.

Insight is unlimited because it is not the product of thought. There is insight only when thought is in abeyance.

Note: a total of 44 minutes and 10 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR77DSS2.1-2.8 What happens to the brain that is completely free from all pressure?

J. Krishnamurti BR77DSS2.7 The importance of living a life that is whole, not fragmented
Video - 74 minutes - Brockwood Park - 23 October 1977

Summary

What is the difference between concentration, awareness and attention?

What does it mean to have an insight into the nature of attention?

Can you watch yourself without any movement, any form of distortion, any like and dislike?

Is it possible not to register any psychological facts?

The Arab has an image, the Israeli has an image, so they are at battle with each other. War is the result of these images.

When you are attending, all your energy is there. When you are not paying attention the energy is dissipated, divided or broken down.

When a person gives all his energy in one direction, it is a neurotic way of living.

Is it possible to have a harmonious life in which there is no imbalance but every action complete in itself?

Note: a total of 55 minutes and 42 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR77DSS2.1-2.8 What happens to the brain that is completely free from all pressure?

J. Krishnamurti BR77DSS2.8 Can the brain be aware of its movement of accumulation?

Video - 85 minutes - Brockwood Park - 30 October 1977

Summary

One cannot observe order in the universe if one is not completely, absolutely orderly.

Your consciousness is filled with layer after layer of pleasure, fear, pain and sorrow.

Why does the brain demand registration? Why has the brain become like a tape?

When there is pressure there is deformation or damage. When the brain is damaged or deformed, your actions are deformed.

What happens to a brain when there is no pressure of any kind?

The brain has been caught in illusion and so has damaged itself. Is it possible for the brain to be free of this? It can, it must, when it sees the danger of it.

Can thought be aware of itself, how it arises?

If there is no pressure of any kind the brain comes back to its original purity because it sees the tremendous futility of accumulation.

Note: a total of 21 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR77DSS2.1-2.8 What happens to the brain that is completely free from all pressure?

J. Krishnamurti WO78DSS1 The purpose of a Krishnamurti school

Video - 84 minutes - Wolf Lake School, Victoria, British Columbia - 20 April 1978

Summary

Q: Could we discuss the purpose of a Krishnamurti school?

What does it mean to be educated?

It is important to understand what freedom and authority mean, and what it means to learn.

The word 'school' comes from the root meaning 'leisure'.

What is freedom?

Does order mean obeying? Does order mean following a mechanical routine?

Why has sex become so colossally important?

What do we mean by power?

What is the function of the teacher and the student?

Note: a total of 5 minutes and 33 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti WO78DSS1-3 [Proper education is the cultivation of the wholeness of man](#)

[J. Krishnamurti WO78DSS2 Is it possible to be free of pressure?](#)

Video - 91 minutes - Wolf Lake School, Victoria, British Columbia - 21 April 1978

Summary

What is implied in being together in this school?

How will you help the student to understand the necessity of learning a subject without any pressure?

By talking over with the student we begin to explore.

What will make me listen to you?

What is the relationship between the educator and the student when neither is putting pressure on the other?

To live under pressure is destructive and creates disorder.

Reward and punishment both create fear, and fear becomes a tremendous pressure. Can we avoid reward and punishment?

Note: a total of 11 minutes and 5 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti WO78DSS1-3 [Proper education is the cultivation of the wholeness of man](#)

[J. Krishnamurti WO78DSS3 The arts of listening and learning](#)

Video - 92 minutes - Wolf Lake School, Victoria, British Columbia - 23 April 1978

Summary

The proper kind of education is the cultivation of the wholeness of man.

Is it possible to carry out the curriculum and also be concerned with the psychological nature of both the educator and the educated?

The teacher, in teaching mathematics is also investigating what order is, not only in himself but also in the student.

It is only when you have leisure that you can learn.

As an educator, my chief concern is not the book or the subject, but to help the student to listen.

Is there a learning which is non-accumulative?

Memory is the mechanical accumulation of knowledge. Thought therefore is mechanical and limited.

Note: a total of 9 minutes and 7 seconds of missing video is replaced by audio only.
Series: J. Krishnamurti WO78DSS1-3 Proper education is the cultivation of the wholeness of man

J. Krishnamurti BR78DSS1.1 Can you give equal importance to all the things in your life?

Video - 78 minutes - Brockwood Park - 9 May 1978

Summary

Why do you make sex all-important, or family all-important, or your God?

Am I escaping from myself when I am totally concerned with my wife, with my job or with sex?

Can you give equal importance to all the things in your life?

Can the body, the heart and the mind always be in harmony, not one or the other dominating?

Can you have harmonious relationship with another who is not harmonious?

Thought itself, whatever it creates, whatever it does, brings disharmony.

Note: a total of 21 minutes and 44 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR78DSS1.1-1.5 What is the real beauty of relationship?

J. Krishnamurti BR78DSS1.2 Can thought bring about a life that is totally harmonious?

Video - 69 minutes - Brockwood Park - 14 May 1978

Summary

Can thought bring about living a life every day harmoniously, with no distortion and not giving importance to one particular thing?

Thought is a movement out of the past, so it must be limited. It can project the future but it is still the outcome of the past.

Can that which is limited understand the unlimited?

What is harmony?

The essence of meditation is for thought to realise that it is limited and therefore have no movement other than in its little corner.

Can thought stop itself and time come to an end?

Logic and reason cannot bring about insight.

Is there a harmonious interrelationship between the mind, the heart and the body?

Note: a total of 2 minutes and 52 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR78DSS1.1-1.5 What is the real beauty of relationship?

J. Krishnamurti BR78DSS1.3 What is the essence of relationship?

Video - 75 minutes - Brockwood Park - 21 May 1978

Summary

Why do we ever say, 'I understand intellectually?' What is the necessity of saying this?

What is the value of a discussion or dialogue?

What is the meaning of relationship, not only between two people but with nature, with humanity, with the world, with the universe, and with all the extraordinary things that happen in the world?

Are you in contact with anybody?

Where does deep relationship begin?

My relationship with you is based on the past and the past is a very small affair.

What is your relationship if you are attached to somebody?

What is the meaning of care?

Series: J. Krishnamurti BR78DSS1.1-1.5 What is the real beauty of relationship?

J. Krishnamurti BR78DSS1.4 Can you learn about yourself totally independently from others?

Video - 62 minutes - Brockwood Park - 28 May 1978

Summary

Why do we give so much importance to things outside of us and why don't we also give importance to learning about ourselves?

Do we know ourselves?

What is it that most of us want, young or old?

Why do we divide the inner and the outer?

Can we reject what others have said about us, and being free of their knowledge, inquire into ourselves?

The essence of religion is the abandonment of the self.

Can one learn about oneself?

Does learning about myself mean acquiring knowledge about myself?

A new civilisation can only come into being when there is real religious spirit.

Note: a total of 3 minutes and 29 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR78DSS1.1-1.5 What is the real beauty of relationship?

J. Krishnamurti BR78DSS1.5 Why do we make sex into a problem?

Video - 63 minutes - Brockwood Park - 19 June 1978

Summary

Can we give sex its right place?

Why do human beings go from one extreme of sexual permissiveness to the other, total restraint?

Why don't you give importance to everything in life and not just one particular thing?

Are you getting the right kind of education here, so that you have a mind that can observe clearly, think clearly, without any pressure, dogma or belief, and therefore act clearly?

Series: J. Krishnamurti BR78DSS1.1-1.5 What is the real beauty of relationship?

J. Krishnamurti BR78DSS2.1 Is there an awakening of intelligence in you?

Video - 74 minutes - Brockwood Park - 1 October 1978

Summary

What does Brockwood mean to you?

Will you make this place your home?

Will intelligence be cultivated here by the staff and by you demanding that intelligence?

Knowledge is one thing and intelligence is another.

What is an ideal?

Being an educator is the highest profession in the world.

You may have to earn a livelihood, but the livelihood isn't living.

Is there an awakening of intelligence in you?

Series: J. Krishnamurti BR78DSS2.1-2.4 Demanding intelligence

J. Krishnamurti BR78DSS2.2 Intelligence is not personal

Video - 73 minutes - Brockwood Park - 15 October 1978

Summary

Are you being educated to awaken intelligence?

Whose responsibility is it to awaken this quality of intelligence?

Sensitivity.

Intelligence is not personal.

What is right action and right behaviour?

What is the action which doesn't depend on circumstances or on fear?

Is intelligence in operation when I follow a pattern outside or within?

Series: J. Krishnamurti BR78DSS2.1-2.4 Demanding intelligence

J. Krishnamurti BR78DSS2.3 Desire

Video - 77 minutes - Brockwood Park - 22 October 1978

Summary

In desire there is always contradiction.

What makes you self-centred?

What gives vitality to desire and makes it so terribly strong?

Looking impersonally

What is the origin of desire?

Sensation.

Can thought not create images at all, but observe?

Note: a total of 6 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR78DSS2.1-2.4 Demanding intelligence

J. Krishnamurti BR78DSS2.4 The flame of discontent

Video - 60 minutes - Brockwood Park - 29 October 1978

Summary

Keep the mind young.

The intellect.

Problems.

Dependency.

The flame of discontent.

Satisfaction and dissatisfaction.

The most important thing in life.

Series: [J. Krishnamurti BR78DSS2.1-2.4 Demanding intelligence](#)

[J. Krishnamurti BR79DSS1.1 Preoccupation and security](#)

Audio - 108 minutes - Brockwood Park - 20 May 1979

Summary

Is it possible for us all to think together, see the same thing clearly together, understand together and act together?

Cooperation can only exist when both of us are together.

Are you aware how your thinking operates, comes into being?

What is the motive that directs me?

Do you actually see the fact that the urge for complete security in the future may not give you what you want?

One who is preoccupied with the future creates fear.

Series: [J. Krishnamurti BR79DSS1.1-1.6 How do we bring about a harmonious life?](#)

[J. Krishnamurti BR79DSS1.2 On being good](#)

Video - 75 minutes - Brockwood Park - 27 May 1979

Summary

What is a good society? What is a good man or a woman? What is it to have good relationship? What is it to have a good quality of mind that is not broken up, that is whole, harmonious, well put together, that is healthy?

Can we in this small community live a good life? We create the society; society doesn't come into being by itself. Human beings by their actions, mischief, dishonesty, greed, envy, violence, have created this society. To be educated is to have a good brain, a good heart, good conduct - all that's implied in the word 'good'.

How do you look at yourself?

Note: a total of 13 minutes and 46 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti BR79DSS1.1-1.6 How do we bring about a harmonious life?](#)

[J. Krishnamurti BR79DSS1.3 What has man made of himself psychologically?](#)

Audio - 74 minutes - Brockwood Park - 3 June 1979

Summary

What has man made of himself? What has his mind become?

What are you making of yourself, apart from jobs, money and position? Inwardly, what are you?

What is progress?

Is there a movement, not only in ourselves but also outwardly, that is concerned with the transformation of the human mind?

Is a relationship possible in which there is not a sense of you and me?

Why does the mind hold on to belief and opinion?

Is it possible to live together without any shadow of conflict?

Series: J. Krishnamurti BR79DSS1.1-1.6 How do we bring about a harmonious life?

J. Krishnamurti BR79DSS1.4 What is the purpose of life?

Audio - 88 minutes - Brockwood Park - 10 June 1979

Summary

How do we bring about a harmonious life?

Can we have a dialogue so that we discover our own prejudices, idiosyncrasies, absurdities, idiocies?

Is there a way of living without difficulties?

The fact can never vary. What you think about the fact can vary.

Do you want to find out the full depth of the purpose of life?

Series: J. Krishnamurti BR79DSS1.1-1.6 How do we bring about a harmonious life?

J. Krishnamurti BR79DSS1.5 Why is the mind always occupied?

Video - 80 minutes - Brockwood Park - 17 June 1979

Summary

What is right action?

Can we live a life which has no problems whatsoever?

Why is your mind occupied?

Is your mind full of thought?

Is it possible not to create problems in relationship?

Can your life be not self-centred?

What will help you to be attentive?

Note: a total of 13 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR79DSS1.1-1.6 How do we bring about a harmonious life?

J. Krishnamurti BR79DSS1.6 Thinking together

Video - 67 minutes - Brockwood Park - 24 June 1979

Summary

What does it mean to think together?

Thinking together and thinking about something are two different things.

What does it mean to be in communication with each other?

When one is seeking one's own fulfilment, ambition, security and success, that must inevitably create division.

A mind that is not divisive in itself has a quality of attention and therefore compassion. From that state, what is relationship?

Series: J. Krishnamurti BR79DSS1.1-1.6 How do we bring about a harmonious life?

J. Krishnamurti BR79DSS2.1 Freedom and responsibility

Video - 62 minutes - Brockwood Park - 30 September 1979

Summary

What is the significance of being free?

When we are living together, each one is responsible.

Where there is division there must always be conflict.

We are neither of East nor West, but human beings young and old, coming together to understand the nature of living.

See the importance of having a very healthy body, with proper exercise, food and sleep.

Smoking and habits.

Freedom and responsibility.

Having information about the external world and also to study oneself, and both of these streams going together all the time.

It is important to grow up, mature very slowly.

Comparison.

Food for your body, your mind and your heart has been put in front of you. Have you eaten it?

Series: [J. Krishnamurti BR79DSS2.1-2.2 Freedom implies love and responsibility](#)

[J. Krishnamurti BR79DSS2.2 What does it mean to live an intelligent life?](#)

Video - 76 minutes - Brockwood Park - 7 October 1979

Summary

Do we ever demand of ourselves the very best?

What kind of life does one want to lead?

To be intelligent.

Intelligence implies acting according to the dictates of the fact.

Any urge to become something is a form of greed.

Freedom implies love and responsibility, attachment does not.

Series: [J. Krishnamurti BR79DSS2.1-2.2 Freedom implies love and responsibility](#)

[J. Krishnamurti BR80DSS1.1 Intelligence is to observe authority not revolt against it](#)

Video - 55 minutes - Brockwood Park - 1 June 1980

Summary

Facing the world with intelligence.

Authority is destructive.

To be really free, one must have a great deal of intelligence.

Intelligence comes when you understand yourself completely.

Is hurt dictating your actions?

When you say, 'I am hurt,' who is the 'I'?

To live a life without any image whatsoever is real freedom.

The book of oneself is in your heart and mind for you to read.

Series: [J. Krishnamurti BR80DSS1.1-1.4 Is Brockwood helping you to be totally responsible for yourself?](#)

J. Krishnamurti BR80DSS1.2 Are we helping each other not to be mediocre?

Video - 77 minutes - Brockwood Park - 8 June 1980

Summary

Are you serious at the end of your time at Brockwood?

There is a way of looking at yourself which is to see exactly what you are, not to alter it.

Mediocrity.

What are the consequences of attachment to a person, belief or idea?

What is the cause of loneliness?

To say, 'I am lonely, I will escape from it,' is what the world is doing. That is mediocrity.

Note: a total of 4 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR80DSS1.1-1.4 Is Brockwood helping you to be totally responsible for yourself?

J. Krishnamurti BR80DSS1.3 What is desire and what is thinking?

Audio - 89 minutes - Brockwood Park - 15 June 1980

Summary

What is thinking and why has humanity all over the world given such extraordinary importance to thought?

Can you observe your thinking?

What is thinking in itself?

Is there a thinking without words and pictures?

As knowledge is limited your thinking must be limited.

You are totally responsible for yourself, for your thinking, your actions and your honesty.

What is desire?

When you are listening there is no movement of thought.

Can you live without comparison?

What happens to a mind that is always wanting?

Series: J. Krishnamurti BR80DSS1.1-1.4 Is Brockwood helping you to be totally responsible for yourself?

J. Krishnamurti BR80DSS1.4 Is there such thing as right action?

Audio - 74 minutes - Brockwood Park - 22 June 1980

Summary

What are you interested in?

Where is humanity heading?

As a human being what is your position, responsibility and action amid the chaos in the world?

Is our measure of our action, feelings and thoughts based on likes, dislikes, society and religion?

Finding right action that is always true.

Right action is not my right action or your right action.

Is our action based on past knowledge, experience, memory, patterns and enticements?

The pattern of becoming.

The mind, which has always been acting, realizes that it cannot do anything.

Series: J. Krishnamurti BR80DSS1.1-1.4 Is Brockwood helping you to be totally responsible for yourself?

J. Krishnamurti BR80DSS2.1 Is it possible to grow up without any kind of fear?

Audio - 56 minutes - Brockwood Park - 28 September 1980

Summary

We are all living together and if we form groups, one group will be against another group, like the rest of the world.

Discipline means to learn, not to conform.

It is the intention here of all of us that when you leave you have no fear whatsoever.

Freedom demands a great deal of learning and that very learning is discipline.

Can we establish a relationship with each other in which the educator and the student are learning together?

When you listen to a mathematics, history or geography class, are you thinking, are you learning, or merely repeating?

Can you find out why you are aggressive or docile?

As an educator it is my responsibility to see that you are a good human being, with great affection and love, and are not frightened.

Series: J. Krishnamurti BR80DSS2.1-2.2 Learning through listening

J. Krishnamurti BR80DSS2.2 Why don't we flower?

Video - 92 minutes - Brockwood Park - 5 October 1980

Summary

How will you help the children to have a good mind?

Can you and I together unroll the whole structure of fear?

Reactions.

Comparison.

Is there a different way of learning, without the great pressure of examinations?

Your knowledge being incomplete, your actions must be incomplete.

Laziness.

Note: a total of 40 seconds of missing video is replaced by audio only.

Series: J. Krishnamurti BR80DSS2.1-2.2 Learning through listening

J. Krishnamurti BR80DSG2.0 Thought is the beginning of desire

Video - 60 minutes - Brockwood Park - 7 October 1980

Summary

Q: What prevents the mind from flowering?

Psychologically we are bound, we have so many problems, we are attached to so many formulas, opinions, people, ideas, beliefs, doctrines. If all these are bondages, one must be free of them.

That is the essence of freedom.

Is love pleasure?

What is the nature of desire?

Why does thought create images?

How do you give desire its right place?

For millennia we have been trained to think that the thinker is different from thought.

Why have human beings lived for thousands of years in this dual state, contradictory state?

J. Krishnamurti BR81DSS1 Why are we being educated?

Audio - 71 minutes - Brockwood Park - 31 May 1981

Summary

Educating the whole being.

If machines can do what we can do, then what are we?

How are we related to the world?

Do you psychologically depend on anybody?

Inviting challenge.

Series: J. Krishnamurti BR81DSS1-3 Is there a solution to all psychological problems?

J. Krishnamurti BR81DSS2 Thought and knowledge

Video - 75 minutes - Brockwood Park - 14 June 1981

Summary

Thought is the common denominator of our existence.

Is thought responsible for conflict between human beings?

Apparently we have never questioned why we tolerate conflict, not only outwardly but also deep in ourselves.

Fact is, I am violent. Idea is, I mustn't be violent. Do you pursue non-fact?

Knowledge can never be complete about anything.

Giving knowledge its right place.

Ultimately you have to be a light to yourself.

Series: J. Krishnamurti BR81DSS1-3 Is there a solution to all psychological problems?

J. Krishnamurti BR81DSS3 Why haven't we been able to resolve our problems?

Video - 73 minutes - Brockwood Park - 21 June 1981

Summary

Why haven't human beings been able to resolve inward problems?

Is it possible to understand the nature of conflict totally and end it?

There is a totally different way of dealing with psychological problems.

Are you watching a problem as though it is separate from you?

When you attend to something completely, the thing is not.

Why do we have images about ourselves?

If conflict is real pain to you, you would end it; but we are educated and conditioned to accept conflict.

Series: [J. Krishnamurti BR81DSS1-3 Is there a solution to all psychological problems?](#)

[J. Krishnamurti BR82DSS1.2 Opposites](#)

Video - 97 minutes - Brockwood Park - 13 June 1982

Summary

Can we bring about a group of people who are completely involved in bringing about a transformation ?

Do we actually feel in our hearts that we are essentially the world and the world is us?

Are you interested in investigating?

To kill another is the most unholy thing.

How do you meet opposition?

There is no opposite.

What is the quality of a mind that has no opposite at all?

Note: a total of 21 minutes and 2 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti BR82DSS1.1-1.4 What does it mean to be a good human being?](#)

[J. Krishnamurti BR82DSS1.3 Is there energy which is not at all wasted?](#)

Audio - 99 minutes - Brockwood Park - 20 June 1982

Summary

Physical energy and the energy of knowledge and thought are limited.

Where there is limitation there must be friction and wastage of energy.

We can begin to inquire together if there is energy which has no friction.

What is the motive which makes you inquire?

Inquiry without a motive.

What is the machinery of thinking?

If you meet aggression with aggression it is a perpetual maintenance of conflict.

As long as I have an ideal it is the opposite of what I am.

An observation which unfolds the story of suffering.

There is nothing to observe, just observation, not into something.

Series: [J. Krishnamurti BR82DSS1.1-1.4 What does it mean to be a good human being?](#)

[J. Krishnamurti BR82DSS1.4 What are the factors that bring about a good human being?](#)

Audio - 99 minutes - Brockwood Park - 27 June 1982

Summary

Brockwood is a soil in which goodness can flower.

How will you meet the world when you leave here?

Very few people in the world are flowering in goodness.

Is Brockwood helping you not to be mediocre?

What are the factors that bring about a good human being?

Are sensitivity, cooperation, generosity and love all interrelated?

When the self is not, there is beauty.

Series: [J. Krishnamurti BR82DSS1.1-1.4 What does it mean to be a good human being?](#)

[J. Krishnamurti BR82DSS2.1 Love has no hurt](#)

Audio - 82 minutes - Brockwood Park - 3 October 1982

Summary

There is something much more greater than merely being well trained.

The feeling of wanting to cooperate.

Where there is affection and love there cannot be hurt.

What does it mean to communicate with somebody?

Sensitivity and vulnerability.

Series: [J. Krishnamurti BR82DSS2.1-2.3 Can you live a life of great intelligence and integrity?](#)

[J. Krishnamurti BR82DSS2.2 Self-centredness](#)

Video - 75 minutes - Brockwood Park - 10 October 1982

Summary

Is it possible to be compassionate under all circumstances?

Can one live without any problems?

What are the implications of being self-centred?

Can you live without an image about yourself?

Series: [J. Krishnamurti BR82DSS2.1-2.3 Can you live a life of great intelligence and integrity?](#)

[J. Krishnamurti BR82DSS2.3 Discovering something totally new](#)

Video - 83 minutes - Brockwood Park - 17 October 1982

Summary

Why should one accept a life of conflict?

Find out if you can live a life of great intelligence and integrity.

Can thought observe thought?

If you have no resistance what happens?

The thinker is made up of thought.

How do you discover something totally new?

Note: a total of 7 minutes and 13 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti BR82DSS2.1-2.3 Can you live a life of great intelligence and integrity?](#)

[J. Krishnamurti BR83DSS1.1 What are the factors of jealousy?](#)

Audio - 116 minutes - Brockwood Park - 2 June 1983

Summary

Q: Why are human beings what they are, from ancient days until now?

Where there is comparison and possessiveness there is jealousy.

The moment I begin to compare there is dissatisfaction and jealousy.

If I am confused and cannot rely on my own judgment, what does it imply?

Do you see that your judgment and that of others has no value?

Do you feel that your freedom is suppressed, restrained, controlled?

Why are there rules in a community?

We are trained in schools, colleges and universities to compare.

Series: [J. Krishnamurti BR83DSS1.1-1.6 The brain cannot deteriorate when it is free](#)

[J. Krishnamurti BR83DSS1.2 What will you do to have peace in the world?](#)

Audio - 87 minutes - Brockwood Park - 5 June 1983

Summary

Is it possible to live in this world peacefully?

Can you have peace in yourself?

Can you have a global outlook?

What does friendship mean?

If you say, 'I am an American,' you are conditioned.

When you believe in something and I believe in something, we are conditioned.

Why do you want to listen to what I am telling you and yet go on thinking all the time?

We cannot have world peace if each one of us is sticking to his own thing.

Peace must begin with ourselves, not with the world or a new government.

Why do you have problems?

Series: [J. Krishnamurti BR83DSS1.1-1.6 The brain cannot deteriorate when it is free](#)

[J. Krishnamurti BR83DSS1.3 Conflict is a wastage of energy](#)

Video - 102 minutes - Brockwood Park - 12 June 1983

Summary

Why have human beings not found a way of living that is peaceful and without conflict?

It is a wastage of energy when I try to be something I am not.

What does it mean to remain with the fact?

When you are not pursuing the opposite, which is a wastage of energy, which is a non-fact, then you have the energy to look at the fact.

Why do you say that you understand intellectually or verbally?

You are not different from what you observe in yourself.

Could you investigate why you hold on to your conditioning?

Perhaps it would have a tremendous effect if a few of us that can live without conflict.

The computer will do most of the things we can, and unless our brain is very active it's going to become dull and wither.

Either you lose yourself in pleasure, amusement and superficial things or you enter into a world that has no end, with immense depth and vastness. This is for you to find out.

Series: [J. Krishnamurti BR83DSS1.1-1.6 The brain cannot deteriorate when it is free](#)

[J. Krishnamurti BR83DSS1.4 Can our brains not be programmed?](#)

Audio - 106 minutes - Brockwood Park - 16 June 1983

Summary

The brain can become fresh and not deteriorate only if it is not programmed.

What does it mean to be programmed, conditioned?

Fragmentation is inherent in us. Do we refuse to see the fragments?

It is important not to be programmed.

Can the brain not deteriorate?

Find out whether you can live without conflict and problems.

Smoking, drinking and excessive excitement, conflict and competition are factors in the deterioration of brain.

As long as you have an image you are going to be hurt.

Can the brain be kept healthy, sane and free from conflict?

Selfishness is fragmentation.

Series: [J. Krishnamurti BR83DSS1.1-1.6 The brain cannot deteriorate when it is free](#)

[J. Krishnamurti BR83DSS1.5 How will you stop being mediocre?](#)

Video - 99 minutes - Brockwood Park - 19 June 1983

Summary

What is mediocrity?

Is your action based on reward and punishment?

Are you dull because you compare yourself with another who is not dull?

As long as you never demand the highest of yourself, that is the essence of mediocrity.

How do I realise I am mediocre?

What role has thought in relationship?

Do you see the false as false?

Note: a total of 36 minutes and 38 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti BR83DSS1.1-1.6 The brain cannot deteriorate when it is free](#)

[J. Krishnamurti BR83DSS1.6 What makes the brain deteriorate?](#)

Audio - 87 minutes - Brockwood Park - 23 June 1983

Summary

What makes the brain gradually deteriorate, disintegrate?

Are our ideas a deteriorating factor?

What is an idea?

Can you look at a fact without any bias, direction or motive?

Living with illusions, semblances, archetypes and ideas is a major factor in the deterioration of the brain.

What are the implications of being selfish?

Can we deal only with facts and not with ideas?

Your brain inevitably will deteriorate when there is a conflict of opinions.

Why does the brain carry on with something that has gone?

As long as you have an image about yourself you are arrogant.

I am a vast network of beliefs, superstitions, images and conclusions, meaning there is nothing actual in me.

Series: [J. Krishnamurti BR83DSS1.1-1.6 The brain cannot deteriorate when it is free](#)

[J. Krishnamurti BR83DSS2.0 Supreme intelligence is to have no illusions](#)

Video - 76 minutes - Brockwood Park - 16 October 1983

Summary

Q: What is intelligence?

Inwardly there is the authority of one's experience, convictions and opinions. Do you accept that authority?

How do you look at things without authority?

We are going to question, not say it is right or wrong, but inquire, doubt.

In inquiring very carefully step by step you will begin to awaken your own intelligence.

Where do you accept and where do you disregard authority?

What will you do when the government asks you to become a soldier?

Must we kill each other to be secure?

Are ideas and ideals illusions?

What do you seek security in?

Learn the art of questioning so that you question everything.

Universities

Talks and Discussions with Young People

J. Krishnamurti BN68TYP1 Psychological revolution without time

Audio - 89 minutes - Brandeis, Massachusetts - 18 October 1968

Summary

Why have we given such importance to thought?

Freedom is not an idea.

Violence is in each human being – can one change it completely and live in peace?

Is the observer, the thinker, the experiencer, different from the thing observed, the experience, the thought?

Q: Could you talk about diet?

Q: How can one know oneself without being an observer?

Q: Why does the separation between the observer and the observed lead to conflict?

Q: Is it possible to act without having mental concepts?

Q: You are trying to communicate to us through words something impossible to do through words. Why have you chosen this medium of communication?

Q: What is it in me that sees conceptualising take place?

Series: J. Krishnamurti BN68TYP1-3 DYP1-2 A mind purged of the past knows love

J. Krishnamurti BN68DYP1 A mind caught in thought

Audio - 73 minutes - Brandeis, Massachusetts - 21 October 1968

Summary

Q: What do we mean by being alert? What does it mean to be aware?

Is it possible to be free of the past?

Is the looker, the thinker, different from the thing it has discovered?

Is the vicious circle we are caught in different from the mind itself?

Can thought go beyond itself?

Is analysis the way to understanding?

Innocency is where meditation begins.

Series: J. Krishnamurti BN68TYP1-3 DYP1-2 A mind purged of the past knows love

J. Krishnamurti BN68TYP2 Fear and awareness

Audio - 71 minutes - Brandeis, Massachusetts - 21 October 1968

Summary

We have so many complex problems; one has to find the answer oneself.

Can the conscious mind uncover hidden fears?

What is the structure and nature of fear?

What sustains, gives continuity to fear of the past and future?

Can thought through time dissolve fear?

What is the state of the mind that says, 'I have understood something'?

Q: If dreams are manifestations of hidden fears, how is it possible to bring them out into the consciousness?

Q: Is awareness the solution to the problem?

Series: [J. Krishnamurti BN68TYP1-3 DYP1-2 A mind purged of the past knows love](#)

[J. Krishnamurti BN68DYP2 A life without fragmentation](#)

Audio - 65 minutes - Brandeis, Massachusetts - 22 October 1968

Summary

Why should one have a concept of a total way of existence?

Can fragments ever be put together?

Why is there such contradiction in us?

Why do I have an ideal which is the opposite of what I am?

Why do we admit fragmentation?

I want to be out of society, psychologically.

Can the mind be free of all experience, which is the past, and therefore be innocent?

Series: [J. Krishnamurti BN68TYP1-3 DYP1-2 A mind purged of the past knows love](#)

[J. Krishnamurti BN68TYP3 Meditation, virtue, love and order](#)

Audio - 74 minutes - Brandeis, Massachusetts - 22 October 1968

Summary

What is meditation, if it is not an escape?

What is virtue?

Without order, how can the mind be sensitive, alive, free?

Is there any relationship between husband and wife when they have images of each other?

Is it possible for a twisted, fragmentary mind to see clearly and innocently?

Why should experience leave a mark?

Can love be cultivated by thought?

Q: What happens to people who don't have a sharp, clear mind?

Q: How does attention come about?

Series: [J. Krishnamurti BN68TYP1-3 DYP1-2 A mind purged of the past knows love](#)

[J. Krishnamurti BN68S A way of living that cannot be taught by another](#)

Audio - 88 minutes - Brandeis, Massachusetts - 23 October 1968

Summary

Has education any significance?

Q: Are you familiar with the new left movement in this country?

Q: Is it possible to demonstrate the process of meditation?

Can your mind be completely still?

Q: Is there a way to observe oneself impartially?

What is time?

Do I know violence through non-violence?

Q: How does one structure one's life as a social animal?

Q: Could you explain the connection between love and death?

Q: Do you see any hope for universities?

Q: Why do you give talks?

Is change a matter of time?

J. Krishnamurti CL68TYP1 A radical transformation in the psyche itself

Audio - 80 minutes - Claremont, California - 8 November 1968

Summary

To communicate we must know that the word is not the thing and also be in that state of mind whose quality is attention, care. That can only take place if we are serious.

We are the world and the world is us. To bring about a radical transformation, which is so essential in society, there must be radical transformation in ourselves.

Analysis of violence does not end violence, nor is violence ended by thinking of non-violence.

There is no teacher outside, no saviour, no master; you yourself have to change and therefore you have to learn to observe, to know yourself.

Knowledge and learning are two different things.

Q: What is this silence you talk about? The silence that I am experiencing comes and goes.

Q: Could we discuss what the observed is without the observer? Could we discuss observation without the observer?

Series: J. Krishnamurti CL68TYP1-3 DYP1-6 Knowledge and learning are two different things

J. Krishnamurti CL68TYP2 Thought is the cause of fear

Audio - 76 minutes - Claremont, California - 10 November 1968

Summary

Though we have plenty of energy, apparently we lack the drive, enthusiasm, vitality to bring about a change in ourselves.

As long as there is fear there must be violence, aggression, anger, hatred. Thought is the source of fear.

Is it possible to live everyday life without thought interfering?

Thought is always old. When you worship thought you are worshipping something that is dead.

Q: Could you discuss the process of verbalisation that goes on when one observes?

Q: How do we get rid of this separation, division in ourselves?

Series: J. Krishnamurti CL68TYP1-3 DYP1-6 Knowledge and learning are two different things

J. Krishnamurti CL68DYP1 Freedom of choice is not freedom

Audio - 83 minutes - Claremont, California - 11 November 1968

Summary

What do we mean by free will? Is there such thing?

Is choice ever necessary?

Freedom exists only when I perceive very clearly, when the mind sees things as they are.

Q: Is it possible to be free in society?

Q: Is love the absence of hate?

To find out what truth is you must be free of propaganda: the propaganda of the Church, the propaganda of literature, propaganda of tradition, so that you see things clearly for yourself.

Series: J. Krishnamurti CL68TYP1-3 DYP1-6 Knowledge and learning are two different things

J. Krishnamurti CL68DYP2 Learning is action

Audio - 56 minutes - Claremont, California - 12 November 1968

Summary

Our education is concerned with the accumulation of knowledge. Very few of us are capable of living a life without the influence of specialists.

What is the point of going to a university, getting a degree and disappearing into the vast structure of society?

Q: How shall we approach the idea of study?

If you express from something already accumulated it is a deadly bore, but if you are all the time watching, not only yourself but the world, you are learning.

Q: You say that a mantra is an escape. Do you think that people use drugs as an escape or because they want to become closer?

When I observe myself I cannot learn if I condemn what I find.

We observe through our imagination, through our image, through our knowledge.

Series: J. Krishnamurti CL68TYP1-3 DYP1-6 Knowledge and learning are two different things

J. Krishnamurti CL68DYP3 Is it possible to end the thousand yesterdays?

Audio - 88 minutes - Claremont, California - 13 November 1968

Summary

Living together amicably, creatively, in complete relationship with one another – if that is what is essential then we need not only a different kind of mind but also a different quality of affection, love.

What is the function of a religious mind?

Our struggle in life is dualistic: good and bad, right and wrong, holy and unholy, the ideal and the fact. There is only the fact, not the ideal.

Is it possible to look at life as though you are looking for the first time?

What is the content of the unconscious? It is the racial residue, the traditional, the family, the personal. It is as trivial as the conscious mind.

Q: It seems to me that the 'I', the ego only exists in relation to other things. Could you comment on this?

The impossible becomes possible only when you discard the impossibility of it. To find out

anything you must go beyond the impossible.

Q: What do you mean by meditation?

There is no 'how'.

Series: J. Krishnamurti CL68TYP1-3 DYP1-6 Knowledge and learning are two different things

J. Krishnamurti CL68DYP4 Can the mind be free of thought?

Audio - 80 minutes - Claremont, California - 14 November 1968

Summary

What is a human being to do living in this world which is extraordinarily confused, contradictory, fragmentary?

Life is relationship in action.

There is a division, a dualistic process between 'what is' and 'what should be'. In this division there must be conflict.

Is it possible to live so utterly, completely, totally in the now that whatever I do will be total, complete, non-fragmentary, harmonious?

Can the mind be completely and totally silent, and out of that silence act?

Q: The ego is so strong. It thrives on its own activity. Will it allow itself to be destroyed?

Q: When you speak about memory being at different levels, is there really any difference between technological memory and other memory?

Q: Living in the now, how can you submit to a contract, which is a promise for the future?

The ending of sorrow is meditation, therefore meditation is wisdom.

Series: J. Krishnamurti CL68TYP1-3 DYP1-6 Knowledge and learning are two different things

J. Krishnamurti CL68CHS Authority is destructive

Video - 62 minutes - Claremont, California - 15 November 1968

Summary

Q: In this confused and confusing world, torn by conflicting voices without and within, with hearts that seem star-crossed and tensions that never go, is it possible to live with total lucidity?

To have clarity, the first essential thing is freedom, freedom from authority.

To be a light to yourself you must deny every other light, however great that light be.

As long as man accepts violence and lives a way of life which is violent, he perpetuates fear and accepts authority.

The moment you bring in the 'how' you move away from the central fact of learning.

To learn about something you must be in complete contact with it. I want to learn about fear, therefore I must look at it, face it.

At the moment of fear there is neither the observer nor the observed.

Thought can never be free because thought is the response of memory, response of the past.

J. Krishnamurti CL68DYP5 The mind that is free of authority is a very intense, alive mind

Audio - 77 minutes - Claremont, California - 15 November 1968

Summary

Can a mind be free of authority so that there is no impingement of the past, so that the mind is always alert, learning in the present?

Can the mind experience, go through a challenge so completely that it leaves no mark?

The mind must purge itself of the social morality in order to be moral.

Has experience any value at all?

Attention is the highest form of the good.

What is the relationship between two human beings when there are no images?

What is wisdom?

Series: J. Krishnamurti CL68TYP1-3 DYP1-6 Knowledge and learning are two different things

J. Krishnamurti CL68TYP3 The benediction of meditation

Audio - 67 minutes - Claremont, California - 17 November 1968

Summary

We shall explore together into this life, existence, in which is included relationship, love and death, not merely as a phenomenon but as something tremendously significant, to be cherished, deeply lived. Meditation is the approach to this problem of living.

It is only a free mind that is capable of attention in which there is no achieving or losing or fear. It is only a quiet, attentive mind that can understand this immense problem of living. It is only the quiet, meditative mind that can come upon what is called love.

What is living?

The observer cannot possibly do anything about envy because he is the cause and the effect. Whatever he does with regard to envy is still envy.

What does it mean to die, knowing the organism comes to an end? What does it mean to die psychologically, inwardly?

Series: J. Krishnamurti CL68TYP1-3 DYP1-6 Knowledge and learning are two different things

J. Krishnamurti BK69T1 Can the mind be free?

Audio - 99 minutes - Berkeley, California - 3 February 1969

Summary

The society in which we live is the result of our psychological state.

Where there is fear there is aggression.

For most of us, freedom is something that we don't want.

Inaction is total action.

What is the machinery that builds images?

Questions from the audience followed the talk.

Series: J. Krishnamurti BK69T1-4 Can thought be silent?

J. Krishnamurti BK69T2 Thought sustains fear and pleasure

Audio - 67 minutes - Berkeley, California - 4 February 1969

Summary

To understand relationship and to end the conflict in it is our entire problem.

Can man live at peace, within himself and outwardly?

In relationship one becomes aware of the actual state of oneself.

The man that has no sense of fear of any kind is really a free man, a peaceful man.

What is fear?

Can thought be silent?

Conduct becomes virtuous only when thought doesn't cultivate what it considers virtue.

How is it possible to look at the sunset without thought weaving pleasure or pain around it?

Questions from the audience followed the talk.

Series: [J. Krishnamurti BK69T1-4 Can thought be silent?](#)

[J. Krishnamurti BK69T3 Life, death and love](#)

Audio - 69 minutes - Berkeley, California - 5 February 1969

Summary

What is it that we call living?

How can a confused mind find somebody who will tell the truth?

When there is no comparison, no opposite, you are actually faced with the fact of anger, then is there anger?

Without knowing what sorrow is, understanding its nature and structure, we shall not know what love is.

What is it to die?

One is never afraid of the unknown; one is afraid of the known coming to an end.

It is only the mind that has shed all its burdens every day, ended every problem, that is an innocent mind. Then life has a different meaning altogether. Then one can find out what love is.

Series: [J. Krishnamurti BK69T1-4 Can thought be silent?](#)

[J. Krishnamurti BK69T4 True revolution](#)

Audio - 67 minutes - Berkeley, California - 6 February 1969

Summary

What is a religious mind?

Must one go to an expert to tell us what the unconscious is or can one find it for oneself?

Through the negation of disorder, order comes into being.

It is only the meditative mind that can find out, not the curious mind or the mind that is everlastingly searching.

To meditate implies to see very clearly. It is not possible to see clearly when there is space between the observer and the thing observed.

It is only in silence that there is quite a different dimension. You have to find out for yourself; nobody can open the door for you.

Series: [J. Krishnamurti BK69T1-4 Can thought be silent?](#)

[J. Krishnamurti SD70T1 How does one learn about oneself?](#)

Video - 57 minutes - San Diego, California - 5 April 1970

Summary

If we are not to be dependent on some saviour or authority then where do we look for light?

Being broken up with contradictory desires, having no love, how are we to observe? Does one fragment observe the rest?

Are you separate from the thing you observe? Can you observe at the moment of violence, at the moment of your anger, without the censor?

When the observer becomes the observed does contradiction disappear?

Can one free oneself from accumulated knowledge?

Is there dullness if I don't compare at all? Do you understand anything through comparison?

Series: [J. Krishnamurti SD70DYP T1-4 Ending all fear](#)

[J. Krishnamurti SD70T2 Can the human mind be completely free of fear?](#)

Video - 57 minutes - San Diego, California - 6 April 1970

Summary

How does one deal with the hidden as well as the conscious fears?

Is fear a moving away from 'what is'? Can a fearful, dependent mind know joy or love?

Will analysis free the mind from fear? Doesn't it imply time and an analyser? Is the analyser a fragment of the ego?

Are fear and pleasure interrelated?

Sustaining pleasure and maintaining fear, thought separates itself as the analyser.

Clarity of thought is needed but thought also breeds fear, so what is one to do?

Is there a centre from which you observe?

Series: [J. Krishnamurti SD70DYP T1-4 Ending all fear](#)

[J. Krishnamurti SD70T3 Understanding meditation requires order](#)

Video - 57 minutes - San Diego, California - 7 April 1970

Summary

Isn't our actual daily life disorder?

In pleasure there is frustration, pain, dependency. Is that love?

Why has sex become so important in life?

Can one see life as a whole in which living, love, and death are not three separate things?

Can the mind be so awake that it has no experience, needs no challenge?

Thought is not love. Love is not the past, love is not memory.

Without understanding living, love, and death isn't your meditation merely an escape, a form of self-hypnosis?

Series: [J. Krishnamurti SD70DYP T1-4 Ending all fear](#)

[J. Krishnamurti SD70DYP How can the mind free itself of its accumulated violence?](#)

Audio - 92 minutes - San Diego, California - 8 April 1970

Summary

Killing each other has been a kind of peculiar, monstrous game throughout the centuries, and though so-called educated, cultured, we are still indulging in the most savage form of butchery.

There is no love in any form if there is any spark of violence in the mind.

What is the source of violence?

How does the 'me' come into being?

What is the mechanism that forms images?

When the mind doesn't name it, can the mind look at what it has called violence?

To have extra-sensory perceptive experience, you must be extraordinarily mature, extraordinarily sensitive, extraordinarily intelligent. If you are extraordinarily intelligent, you don't want psychic experience.

How do you meet violence in other people?

Series: [J. Krishnamurti SD70DYP T1-4 Ending all fear](#)

[J. Krishnamurti SD70T4 What is meditation?](#)

Video - 57 minutes - San Diego, California - 9 April 1970

Summary

In meditation what is the place of search?

Can one bring about order without understanding disorder?

Is control necessary for order? Why do we need control when there is understanding of 'what is'?

Without love, that is not touched by pleasure, meditation is self-hypnosis.

Can a petty mind experience anything other than its own projections and activities? To see clearly mustn't the mind be quiet?

If you have this extraordinary thing going on in your life, then it is everything. Then you are the teacher, the student, the beauty of the cloud, and that is love.

Series: [J. Krishnamurti SD70DYP T1-4 Ending all fear](#)

[J. Krishnamurti SD71DYP1 Can human beings radically bring about in themselves a psychological revolution?](#)

Video - 63 minutes - San Diego, California - 25 March 1971

Summary

How do you change yourself?

Change through analysis is not change at all.

Is there a way of observing myself so completely that the very observation is complete action?

If you believe in religious dogmas, you are the result of thousands of years of propaganda.

What is morality?

Q: When I am in confusion, how is it possible to see clearly?

Q: What to do when there's a military draft?

Note: a total of 5 minutes and 41 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti SD71DYP1-2 Unless we change, the world cannot possibly change](#)

[J. Krishnamurti SD71DYP2 A possibility of change](#)

Video - 58 minutes - San Diego, California - 29 March 1971

Summary

Q: How to make the mind sensitive? How to see the whole problem totally?

Q: Could you define creativity?

Who is the 'I' that is making an effort not to be angry? Is not the 'I' part of that anger?

Conflict exists as long as there is a division between the thinker and the thought.

Unless we change, the world cannot possibly change.

Q: Could we inquire into the nature of a truly religious life?

Note: a total of 1 minute and 20 seconds of video and audio is missing from the original recording.

Series: J. Krishnamurti SD71DYP1-2 Unless we change, the world cannot possibly change

J. Krishnamurti MA84DYP1 It is more important to understand violence than to become non-violent

Audio - 91 minutes - Madras (Chennai) - 10 January 1984

Summary

Discussion with IIT students

What are your motives?

If the means are not correct, the end won't be correct.

To act is now.

If I act according to an ideal, what is taking place?

Violence is aggression, possession, conformity, anger, and so on. These are facts. Non-violence is not a fact.

Must I take time to become good?

Learning is a movement all the time.

Can you see violence as a whole, not bit by bit?

Series: J. Krishnamurti MA84DYP1-2 A brain full of knowledge is not sensitive to learn something new

J. Krishnamurti MA84DYP2 What is the relationship between highly educated, specialised people and the rest of the world?

Video - 91 minutes - Madras (Chennai) - 18 January 1984

Summary

Discussion with IIT students

Why are we being educated?

You are the future generation. You are going to leave this world of security, knowledge and highly disciplined technology, and you have to face the rest of the world.

Being highly educated is not going to answer all our problems.

Who created this society?

What place has knowledge in human relationship?

The future is what we are now.

Right education is not only along technological lines but also to understand the very complex structure of oneself.

We are not, psychologically, individuals.

Who is going to change us?

Questions from the audience followed the talk.

Series: J. Krishnamurti MA84DYP1-2 A brain full of knowledge is not sensitive to learn something new

J. Krishnamurti BO84IIT What place has knowledge in human relationship?

Video - 86 minutes - Bombay (Mumbai) - 7 February 1984

Summary

We have given tremendous importance to the technological world and we seem to neglect, perhaps totally, the human way of living, what is happening to man.

Knowledge gives you capacity, position, status. Knowledge is not love, knowledge is not compassion.

What is the meaning of your existence?

Questions include:

Q: Knowledge of any kind cannot be bad. What could possibly be bad is the use of it, the use it is put into. Kindly comment.

Q: You claimed that there is already a lot of confusion in this world, but I do not remember you having given a suggestion or a solution. Don't you think that this adds to the confusion rather than reducing it?

Q: What is love and how does it arise?

J. Krishnamurti MA85DYP What causes war? A discussion with IIT students

Audio - 85 minutes - Madras (Chennai) - 16 January 1985

Summary

What are you first, technicians or human beings?

What is going to happen to the human brain?

If it has taken a million years to come to this point where we hate, kill and torture each other, will time change us?

Have you considered what the brain is?

Will you stop having ideals and belonging to this or that ideal?

Ideals and beliefs divide.

Can you not belong to any nation?

The brain is the most amazing instrument – don't spoil it.

Others

J. Krishnamurti OJ66DS To live peacefully requires right education

Audio - 78 minutes - Ojai, California - 7 November 1966

Summary

Brahmins were the originators of the religious spirit in India.

Where is the nucleus that will bring about a totally different civilization?

A school of this nature has an essential place in a society in decline.

Q: What can one do to avoid getting caught in the trap?

Why can't we live peacefully?

Q: Do you think reading philosophy, or meditation methods, help right education?

Would you take LSD if you were healthy mentally, physically and emotionally, and saw things clearly?

Q: What happens when one ceases to experience?

J. Krishnamurti SA67DT1 Can the educator and the educated learn together?

Audio - 54 minutes - Saanen - 26 July 1967

Summary

By negating what is not right education can we come upon right education?

Are we individuals? We concerned with a human being who is neither an individual nor the collective.

Will you wait until you are free of the individual and society before you educate, or are you educating yourself as you educate the student?

Is one willing to risk putting a child in a school where the demands are not the usual demands?

To know about a subject I must have an efficient clear mind capable of understanding. The right kind of school and education will help me to have that.

We are going to have more and more leisure time – what will we do with it?

The education of the educator takes place in the school itself and therefore the educator must be extraordinarily intelligent, wanting to work at this.

Series: J. Krishnamurti SA67DT1-7 In un-educating ourselves is a new kind of education

J. Krishnamurti SA67DT2 A different kind of education

Audio - 86 minutes - Saanen - 8 August 1967

Summary

Why are we educated?

In the very act of teaching is it possible for the conditioned educator to help the student to uncondition himself?

It is possible to establish right relationship between the educator and the student when the educator steps down from his platform.

Do we want to start such a school? Are we prepared to dedicate our lives to it?

For both for the teacher and the student the school and campus is home.

Help the student to be critical, to question everything.

School must be a climate in which the student is as active as the teacher.

When you compare student A with student B you are destroying A and B.

How are you going to help students not to be imitative, cruel, or incessantly chattering?

How will you help students see the beauty of solitude?

Series: [J. Krishnamurti SA67DT1-7 In un-educating ourselves is a new kind of education](#)

[J. Krishnamurti SA67DT3 Discipline, freedom and comparison](#)

Audio - 84 minutes - Saanen - 9 August 1967

Summary

Is it possible to bring about discipline without compulsion and threat, and without destroying the freedom of youth?

A discipline which is non-conforming, self-generating and self-perpetuating.

How do we as a group of teachers come together on the fundamental issues of freedom and order?

Is it possible to bring about an intelligence which is not comparative or competitive?

How will we work together with the students so that they love what they are doing and have no comparative spirit?

Why do we compare ourselves with others?

Series: [J. Krishnamurti SA67DT1-7 In un-educating ourselves is a new kind of education](#)

[J. Krishnamurti SA67DT4 How do you bring about feeling of non-comparison?](#)

Audio - 76 minutes - Saanen - 10 August 1967

Summary

Why do we psychologically compare?

Is maturity the result of comparison?

What is the deep factor making me compare?

How will you help the student and yourself find out why the movement of comparison exists in life?

Would I be dissatisfied, stagnate, vegetate, decay if there was no comparison?

How do I know that I would be dull without comparison? If there is no comparison am I dull?

Unconditioning the mind that is conditioned by comparison.

If there was no comparison would I exert power over others or have the urge for power?

How am I to discourage brutality and cruelty in the student and therefore in myself?

Series: [J. Krishnamurti SA67DT1-7 In un-educating ourselves is a new kind of education](#)

[J. Krishnamurti SA67DT5 Radical mutation takes place when there is no comparison or pattern for change](#)

Audio - 65 minutes - Saanen - 11 August 1967

Summary

Why have we accepted measurement and comparison with another as a way of life and action?

How do I know, apart from technical knowledge, anything about myself?

I am a living being and you are also, so there is no need at all for comparison.

When you don't compare yourself you feel tremendously free.

How will we as teachers convey extraordinary freedom and therefore bring serenity?

In this new school we want to prevent antagonism and hatred between students and between nations.

A basic reason for our paralysing indifference is self-centred activity, being only concerned with ourselves.

Series: [J. Krishnamurti SA67DT1-7 In un-educating ourselves is a new kind of education](#)

[J. Krishnamurti SA67DT6 Bringing about a deeper, wider feeling for life](#)

Audio - 63 minutes - Saanen - 12 August 1967

Summary

Why don't we have sufficient energy and drive to bring about a real change in ourselves?

Why don't we see the immediacy of action?

Urgency and need to end violence, not only in ourselves but in the world.

Action is prevented by the idea that we cannot do anything because the problem of violence is so great.

The world I live in is the world of my friends and family – there I can act completely.

Our actions may move like a forest fire that starts very quietly; nobody notices it until it is a full flame.

What can we do against the powerful military machine of government?

Why don't we see that the house is burning?

The world outside and the world inside are not separate, they are the same unitary movement. Of that movement one has to be aware.

Series: [J. Krishnamurti SA67DT1-7 In un-educating ourselves is a new kind of education](#)

[J. Krishnamurti SA67DT7 Living in this world, what am I to do?](#)

Audio - 34 minutes - Saanen - 13 August 1967

Summary

When one is young one must be psychologically revolutionary, which means non-acceptance of any pattern set by another or by oneself.

Most of us are so self-centred there is never a complete action and therefore no scent of that perfume of love.

If we bring into being in ourselves non-fragmentation, our relationship with the world undergoes a tremendous revolution.

Any action that has deep significance must begin with each one of us – I must change first.

A religious mind implies no fear and therefore no sense of security, no belief but only what actually is. In that mind is a state of silence.

In the present the whole process of one's life can be brought to a different level, a different dimension.

Series: [J. Krishnamurti SA67DT1-7 In un-educating ourselves is a new kind of education](#)

J. Krishnamurti LO67DSG3.1 How will you live a different kind of life?

Audio - 71 minutes - London - 29 September 1967

Summary

How will one earn a livelihood?

How will you arrange not to be trapped, drowned in a world which has very little meaning?

First, I want to keep an alert mind, then I have to have food, clothes and shelter.

Work must be of a kind that won't make me dull, stupid.

After my education I am going to let life ripen; I am going to trust life, see what happens. Could you ride that wave, completely abandoning yourself to life?

Why do I want to dictate to life what it should do to me? Why can't I leave the door open?

Know what it means to abandon yourself, never demanding a thing of life. This means no fear.

Series: J. Krishnamurti LO67DSG3.1-3.2 Education and the purpose of life

J. Krishnamurti LO67DSG3.2 What are we educated for?

Audio - 74 minutes - London - 1 October 1967

Summary

What do we mean by education?

Is the purpose of life just to become a factory worker, a professor in a university?

It is tremendously important to find out what we are training a child for before we train him.

Is life meant to be survival at any price or is life something of such immense significance which demands freedom first?

The individual is conditioned by the state and culture, but man is much more than the individual.

Do I look at myself as an individual or as a human being?

Is there a school that treats each child as a human being?

What am I living for?

The mind has to investigate why it refuses to see something deadly. Is it afraid of change, afraid of what might happen after?

Series: J. Krishnamurti LO67DSG3.1-3.2 Education and the purpose of life

J. Krishnamurti ML70I A short interview about the future of the foundations and schools

Video - 16 minutes - Malibu, California - 29 March 1970

Summary

Q: One hundred years from now, after you're gone, what do you want done about all the things you've said?

The Krishnamurti Foundations though legally separate are morally, ethically and deeply interrelated. That's why some of the people from America should go to India and to England to get into touch with each other, meet each other, to feel what each other is doing, and not be antagonistic to each other.

Q: When K isn't around anymore, who interprets his philosophy?

J. Krishnamurti SA70DYP1 What is your vocation?

Audio - 71 minutes - Saanen - 24 July 1970

Summary

Being young, what am I going to do with my life?

One has to find out one's vocation, dharma, do something which is true in life.

Be aware of what is going on in the world, and of your role and responsibility.

We can only understand in relationship, not in isolation.

A new society comes only when you have found right relationship with another. Society is relationship.

What is it to be aware?

It is your vocation to find out how to live in this world with alert awareness.

The mind chooses only when it is confused. There is no choice when the mind is very clear.

A new response can take place only when the old brain is sufficiently quiet.

Awareness in which there is no justification, condemnation or identification.

Series: J. Krishnamurti SA70DYP1-2 What am I to do in this world?

J. Krishnamurti SA70DYP2 How do you know you are confused?

Audio - 76 minutes - Saanen - 31 July 1970

Summary

What do we mean by the word 'confusion'?

What do you do when you are confused in a forest and have lost your way?

Have you stopped searching for a way to clear up confusion?

How do I know I have stopped searching? Is the stoppage right through my being or superficial only?

Choice and decision exist as long as there is confusion.

Has psychosomatic activity produced confusion? I can be ill and yet realise confusion is not a result of illness.

There is an action and clarity when the mind has completely stopped; it realises any movement out of confusion is more confusion.

Living is action. In living there is confusion; out of that living, action brings confusion.

Is there an action which is always complete, not contradictory and doesn't breed more problems?

There is duality when you say 'I am confused.' That very duality and division is confusion.

Series: J. Krishnamurti SA70DYP1-2 What am I to do in this world?

J. Krishnamurti BR71FCLW Can you live that way?

Video - 46 minutes - Brockwood Park - 1 January 1971

Summary

A documentary on Brockwood Park School, UK

J. Krishnamurti SD72CA2 What is the point of education?

Video - 60 minutes - San Diego, California - 16 February 1972

Summary

What is the function of an educator?

Why in the modern world are children so violent, disorganized?

What is meditation?

Meditation is to cleanse the mind of every form of deception.

It's only when the mind is quiet you see things clearly.

Any conscious effort to meditate is not meditation.

Self-knowing is so much more important than meditation.

Wisdom is self-knowing. There is no wisdom in a book.

Series: J. Krishnamurti SD72CA1-2 [It's only when the mind is quiet you see things clearly](#)

J. Krishnamurti BR74FPL Problems of living

Video - 28 minutes - Brockwood Park - 1 October 1974

Summary

Krishnamurti at Brockwood Park.

Life is really very beautiful. It is a tragedy that human beings live in constant conflict with themselves and with the world.

You can pursue pleasure but it is different from joy.

Our life is based on two principles, fear and pleasure. As long as they operate there is struggle and effort to become or achieve something.

Is it possible to live a life without constant battle? To really understand this you have to see what your life is. Don't escape from it, just watch. In the very act of attention the struggle comes to an end.

Silence has many qualities. The meditative mind contains all these varieties and movements of silence.

Life and death are not separate. Love and life go together as love and death go together.

Do not follow what the speaker is saying but observe yourself to understand yourself as you are.

J. Krishnamurti OJ75IFH Interview on education by Fred Hall

Video - 42 minutes - Ojai, California - 9 April 1975

Summary

Q: You are working toward the realisation of a new school in the Ojai Valley, an educational centre. Why another school?

Q: Would you mind taking those three words: 'whole', 'sane' and 'holy', and explaining to me what you mean?

Q: You talk of a school as a place where one learns both the importance of knowledge and its irrelevance. Can you explain 'irrelevance'?

Q: I'd like to ask you about three more words: 'thought', 'love', 'death', in the context of your views of them. If I may quote the pamphlet, you say, 'It is here one learns the importance of relationship which is not based on attachment or possessiveness. It is in the school one must learn about the movement of thought, love and death, for all this is the whole of life.'

Q: You have travelled far and spoken often and have been heard by millions, and you have

created several schools with another now in the offing. Do you feel that you have made a dent, that you've communicated meaningfully with large numbers of people?

[J. Krishnamurti OJ77D3 Education and conditioning](#)

Video - 85 minutes - Ojai, California - 12 April 1977

Summary

What is the intention, the meaning of education?

What is the relationship between the educator and the student?

There is no teacher separate from the taught. The teacher isn't merely one who gives information, but one who is deeply concerned with the student, which means he is concerned with himself as well.

What does it mean to be conditioned?

How can the conditioned teacher talk about the unconditioned state?

There is no temporary happiness, no temporary enlightenment, no temporary glory. Either it is complete or not. It is never fragmentary.

What do you do with your children who are attracted to violence?

Note: a total of 48 seconds of missing video is replaced by audio only.

Series: [J. Krishnamurti OJ77T1-6 D1-4 Intelligence is the capacity to see the truth that thought is limited](#)

[J. Krishnamurti SA77D3 Education, meditation and death](#)

Video - 84 minutes - Saanen - 29 July 1977

Summary

What is the relationship between self-knowledge and education?

How shall I teach history or mathematics so as to convey knowledge of the subject and at the same time to know oneself?

What is the relationship between discontent and meditation?

What is the relationship between death and meditation?

Hope is born out of despair. When there is no despair there is no hope.

Can you look at loneliness without any movement of thought?

To loosen the threads of attachment without effort is part of meditation.

The understanding of death comes through meditation.

Series: [J. Krishnamurti SA77T1-6 D1-5 Can the mind be free of every motive to investigate?](#)

[J. Krishnamurti OJ78FOE Krishnamurti On Education](#)

Video - 12 minutes - Ojai, California - 27 April 1978

Summary

A documentary on Oak Grove School, Ojai, California

[J. Krishnamurti BR79CJLD2 Why do we get educated?](#)

Video - 59 minutes - Brockwood Park - 28 September 1979

Summary

Can we bring about right education so that the educator and the educated bring about a good society?

If once you understand the truth that you are an integral part, that you are the world, in essence, then how can you be alone? You are alone when you are seeking security; that is your isolation.

You are aware that you are conditioned and you will help me to be aware of my conditioning. Before you teach physics or mathematics, can you give ten minutes to this?

The world outside is created by each one of us. To change that and to bring about a good society, each one must change, psychologically. Which doesn't mean I stand alone, because I am the world.

We human beings are responsible for this mess, this madness that's going on in the world.

My mind is the mind of the world.

In isolation there is no security.

Series: [J. Krishnamurti BR79CJLD1-2 Conversations with Jean-Louis Dewez](#)

[J. Krishnamurti US80WOL Ways of Learning - Reflections on the Oak Grove School](#)

Video - 18 minutes - Ojai, California - 1 January 1980

Summary

A documentary about the Oak Grove School, Ojai, California - 1980

[J. Krishnamurti OJ81FOG The Oak Grove School: An exploration of learning](#)

Video - 14 minutes - Ojai, California - 1 May 1981

Summary

A documentary on Oak Grove School, Ojai, California

[J. Krishnamurti OJ81FQA Krishnamurti on education: The quality of attention](#)

Video - 20 minutes - Ojai, California - 1 May 1981

Summary

A documentary on the Krishnamurti Schools

Podcast and Extracts

The Krishnamurti Podcast

[Ep. 45 - On education - Krishnamurti interviewed by Fred Hall](#)

Audio Podcast - 45 minutes

Summary

This interview with Krishnamurti was recorded for television in Ojai 1975, in the context of the foundation of The Oak Grove School. Questions asked include:

You are working toward the realisation of a new school in the Ojai Valley. Why another school?

Would you mind explaining the words: 'whole', 'sane' and 'holy'?

You say a school is a place where one learns both the importance of knowledge and its irrelevance. Can you explain 'irrelevance'?

I'd like to ask you about three more words: 'thought', 'love', 'death'.

You have travelled far and spoken often and have been heard by millions, and you have created several schools. Do you feel that you have made a dent, that you have communicated meaningfully with large numbers of people?

Fred Hall was editor of Ojai Valley News and a radio pioneer. He was known for his interviews with famous musicians, bandleaders and singers of the 1930s, '40s and '50s. He lived Ojai for over 40 years and his newspaper often featured articles on Krishnamurti.

Other platforms

[\(Apple\) Krishnamurti Podcast - Ep. 45](#)

[\(Spotify\) Krishnamurti Podcast - Ep. 45](#)

[\(YouTube\) Krishnamurti Podcast - Ep. 45](#)

[\(Podbean\) Krishnamurti Podcast - Ep. 45](#)

[Ep. 62 - Krishnamurti on Education](#)

Audio Podcast - 50 minutes

Summary

This week's episode on Education has four sections.

The first extract (2:07) is from Krishnamurti's discussion Ojai 1985, titled 'Why are we educated?'

The second extract (12:29) is from the fifth question and answer meeting in Saanen 1980, titled 'Education is cooperative'.

The third extract (18:23) is from the first question and answer meeting Madras 1981, titled 'Teaching is the highest profession'.

The final extract this week (29:29) is from the second question and answer meeting in Saanen 1983, titled 'What is right education?'

Other platforms

[\(Apple\) Krishnamurti Podcast - Ep. 62](#)

[\(Spotify\) Krishnamurti Podcast - Ep. 62](#)

[\(YouTube\) Krishnamurti Podcast - Ep. 62](#)

[\(Podbean\) Krishnamurti Podcast - Ep. 62](#)

[Ep. 151 - Krishnamurti on Krishnamurti Schools](#)

Audio Podcast - 61 minutes

Summary

'We saw the necessity of a new school. The meaning of the word 'school' is leisure, leisure in which to learn; and a place where students and teachers can flower as human beings, without fear, without confusion, with great integrity.'

This week's episode on Krishnamurti Schools has six sections.

The first extract (2:39) is from the first question and answer meeting at Brockwood Park in 1980, titled: Why do you have schools and foundations?

The second extract (9:30) is from the first question and answer meeting at Brockwood Park in 1981, titled: Do your schools create an elite atmosphere?

The third extract (18:36) is from the third question and answer meeting in Ojai 1982, titled: Why do people object to Krishnamurti schools?

The fourth extract (36:03) is from the second question and answer meeting at Brockwood Park in 1984, titled: Do your schools give students an understanding of the total human problem?

The fifth extract (45:50) is from a public discussion in Ojai 1975, titled: Can teachers and students uncondition themselves?

The final extract in this episode (51:22) is from Krishnamurti's fourth talk in Saanen 1974, titled: Can we end violence in our children?

Other platforms

(Apple) Krishnamurti Podcast - Ep. 151

(Spotify) Krishnamurti Podcast - Ep. 151

(YouTube) Krishnamurti Podcast - Ep. 151

(Podbean) Krishnamurti Podcast - Ep. 151

Ep. 160 - Krishnamurti on Learning

Audio Podcast - 72 minutes

Summary

'A mind that is continually moving from the unknown to the unknown, learning, learning, learning, such a mind is a most extraordinarily sensitive mind and therefore a free mind.'

This week's episode on Learning has four sections.

The first extract (2:45) is from the second discussion with students in Rishi Valley 1981, titled: Holistic Learning.

The second extract (12:01) is from Krishnamurti's first talk in Madras 1969, titled: In Learning, There Is No Authority.

The third extract (24:23) is from the third talk in New Delhi 1964, titled: Learning Is Never Accumulative.

The final extract in this episode (54:20) is from Krishnamurti's first talk at Brockwood Park in 1972, titled: Learning Is Instant Perception and Action.

Other platforms

(Apple) Krishnamurti Podcast - Ep. 160

(Spotify) Krishnamurti Podcast - Ep. 160

(YouTube) Krishnamurti Podcast - Ep. 160

(Podbean) Krishnamurti Podcast - Ep. 160

Ep. 177 - Krishnamurti on Teaching

Audio Podcast - 60 minutes

Summary

'Teaching is the highest profession in the world. The highest profession because teachers are responsible for the future generation.'

This week's episode on Teaching has three sections.

The first extract (2:34) is from the first question and answer meeting in Madras 1981, titled: Teaching Is the Highest Profession.

The second extract (15:42) is from the third discussion in Ojai 1977, titled: What Is the Function of a Teacher?

The final extract in this episode (53:08) is from Krishnamurti's first talk at Rajghat in 1964, titled: No Teacher Can Help You.

Other platforms

[\(Apple\) Krishnamurti Podcast - Ep. 177](#)

[\(Spotify\) Krishnamurti Podcast - Ep. 177](#)

[\(YouTube\) Krishnamurti Podcast - Ep. 177](#)

[\(Podbean\) Krishnamurti Podcast - Ep. 177](#)

Extracts

Analysis/Action

J. Krishnamurti SD71DYP1-EX03 Analysis is postponement of action

Video - 8 minutes

From: J. Krishnamurti SD71DYP1 Can human beings radically bring about in themselves a psychological revolution?

Attention/Inattention

J. Krishnamurti SD70T4-EX04 Awareness of inattention is attention

Video - 8 minutes

From: J. Krishnamurti SD70T4 What is meditation?

Brain/Body/Heart

J. Krishnamurti BR78DSS1.2-EX04 Are the brain, body and heart divided?

Video - 6 minutes

From: J. Krishnamurti BR78DSS1.2 Can thought bring about a life that is totally harmonious?

Educating/Oneself

J. Krishnamurti BR81S1-EX02 Educate yourself

Video - 3 minutes

From: J. Krishnamurti BR81S1 Immediate change

Education

J. Krishnamurti SA84Q2-EX02 What do we mean by education?

Video - 1 minute

From: J. Krishnamurti SA84Q2 2nd Question & Answer Meeting

J. Krishnamurti RV83S1-EX01 What do we want our education to be?

Video - 9 minutes

From: J. Krishnamurti RV83S1 Why are you educating your children?

J. Krishnamurti SD72CA2-EX03 What is the point of education?

Video - 8 minutes

From: J. Krishnamurti SD72CA2 What is the point of education?

J. Krishnamurti SA83Q2-WQ01 Is there such thing as right education?

Video - 28 minutes

From: J. Krishnamurti SA83Q2 2nd Question & Answer Meeting

Education/Child

J. Krishnamurti SA80Q5-WQ01 How do I educate my young child?

Video - 7 minutes

From: J. Krishnamurti SA80Q5 5th Question & Answer Meeting

J. Krishnamurti BO85Q1-WQ01 What is the best way to educate a child?

Video - 32 minutes

From: J. Krishnamurti BO85Q1 1st Question & Answer Meeting

Education/Children

J. Krishnamurti SA84T4-EX03 Education destroys children

Video - 5 minutes

From: J. Krishnamurti SA84T4 Ending disorder now

Education/Children/Intelligence/Freedom

J. Krishnamurti SA84Q2-WQ03 How can we educate our children to be intelligent and free?

Video - 12 minutes

From: J. Krishnamurti SA84Q2 2nd Question & Answer Meeting

Education/Children/Money

J. Krishnamurti OJ82Q3-WQ01 On money going to educate a small group of children

Video - 18 minutes

From: J. Krishnamurti OJ82Q3 3rd Question & Answer Meeting

Education/Children/World

J. Krishnamurti OJ82Q1-WQ01 How do we help children face the threatening world?

Video - 23 minutes

From: J. Krishnamurti OJ82Q1 1st Question & Answer Meeting

J. Krishnamurti SA82Q3-WQ05 What preparation can I give my child for today's world?

Video - 8 minutes

From: J. Krishnamurti SA82Q3 3rd Question & Answer Meeting

Education/History

J. Krishnamurti OJ80Q1-WQ01 What is the significance of history in education?

Video - 16 minutes

From: J. Krishnamurti OJ80Q1 1st Question & Answer Meeting

Education/Krishnamurti schools

J. Krishnamurti BR84Q2-WQ02 Do your schools give an understanding of human problems?

Video - 10 minutes

From: J. Krishnamurti BR84Q2 2nd Question & Answer Meeting

Education/Krishnamurti schools/Elitism

J. Krishnamurti BR81Q1-WQ01 Do your schools create an elite atmosphere?

Video - 10 minutes

From: J. Krishnamurti BR81Q1 1st Question & Answer Meeting

Education/Problems

J. Krishnamurti OJ77D3-EX01 The complex problems in education

Video - 12 minutes

From: J. Krishnamurti OJ77D3 Education and conditioning

Education/Teacher/Children/Behaviour

J. Krishnamurti MA8081Q1-WQ07 Can a teacher inculcate decent behaviour in children?

Video - 15 minutes

From: J. Krishnamurti MA8081Q1 1st Question & Answer Meeting

Education/Teacher/Taught

J. Krishnamurti OJ77D3-EX05 There is no teacher separate from the taught

Video - 20 minutes

From: J. Krishnamurti OJ77D3 Education and conditioning

Education/Violence

J. Krishnamurti BR69T2-EX02 Education at present is a form of violence

Audio - 8 minutes

From: J. Krishnamurti BR69T2 Why are we not completely aware of the psychological dangers in which we live?

Educator/Educated

J. Krishnamurti RV83S2-EX09 The educator and the educated are in the same boat

Video - 9 minutes

From: J. Krishnamurti RV83S2 From whom are we learning?

Effort

J. Krishnamurti SD71DYP2-EX03 Who is the maker of effort?

Video - 6 minutes

From: J. Krishnamurti SD71DYP2 A possibility of change

Intelligence/Body

J. Krishnamurti SD70T4-EX05 We are destroying the body's intelligence

Video - 7 minutes

From: J. Krishnamurti SD70T4 What is meditation?

Learning

J. Krishnamurti RV83S2-EX02 From whom are you learning?

Video - 5 minutes

From: J. Krishnamurti RV83S2 From whom are we learning?

J. Krishnamurti RV83S2-EX03 Is there another kind of learning?

Video - 8 minutes

From: J. Krishnamurti RV83S2 From whom are we learning?

Learning/Acting

J. Krishnamurti WO78DSS3-EX23 Learning is to act

Video - 6 minutes

From: J. Krishnamurti WO78DSS3 The arts of listening and learning

Learning/Oneself

J. Krishnamurti BR85DS1.1-EX05 Begin to learn about yourself

Video - 13 minutes

From: J. Krishnamurti BR85DS1.1 What was your background like?

Love/Children

J. Krishnamurti RV83S1-EX04 Do we love our children?

Video - 5 minutes

From: J. Krishnamurti RV83S1 Why are you educating your children?

Mind

J. Krishnamurti SD71DYP2-EX01 How to make the mind sensitive

Video - 11 minutes

From: J. Krishnamurti SD71DYP2 A possibility of change

Observation/Seeing

J. Krishnamurti SD71DYP1-SQ01 How is it possible to see clearly when I am in confusion?

Video - 6 minutes

From: J. Krishnamurti SD71DYP1 Can human beings radically bring about in themselves a psychological revolution?

Observer

J. Krishnamurti SD70T1-EX01 Who is the observer?

Video - 10 minutes

From: J. Krishnamurti SD70T1 How does one learn about oneself?

Observing/Choice

J. Krishnamurti SD70T3-EX02 Observing without choice

Video - 8 minutes

From: J. Krishnamurti SD70T3 Understanding meditation requires order

Profession

J. Krishnamurti RV83DS2-EX01 What is the greatest profession?

Video - 6 minutes

From: J. Krishnamurti RV83DS2 The function of an educator is to help students have a good academic brain and be good human beings

Reward/Punishment

J. Krishnamurti RV83S2-EX08 Do you act according to reward and punishment?

Video - 8 minutes

From: J. Krishnamurti RV83S2 From whom are we learning?

Teacher

J. Krishnamurti RV83S2-EX01 Who is the teacher?

Video - 8 minutes

From: J. Krishnamurti RV83S2 From whom are we learning?

Teacher/Authenticity

J. Krishnamurti SD72CA2-EX02 A teacher must be authentic

Video - 5 minutes

From: J. Krishnamurti SD72CA2 What is the point of education?

Teacher/Disciple

J. Krishnamurti RV83S2-EX04 You are the teacher and the disciple

Video - 6 minutes

From: J. Krishnamurti RV83S2 From whom are we learning?

Teacher/Student

J. Krishnamurti SD72CA2-EX01 The relationship between teacher and student

Video - 8 minutes

From: J. Krishnamurti SD72CA2 What is the point of education?

Understanding/Oneself

J. Krishnamurti LS84S2-EX01 Unless I understand myself I may be deceiving myself

Video - 9 minutes

From: J. Krishnamurti LS84S2 Creation comes out of meditation

J. Krishnamurti LS84S2-EX02 How do I understand myself?

Video - 10 minutes

From: J. Krishnamurti LS84S2 Creation comes out of meditation

J. Krishnamurti OJ79T1-EX05 When you understand yourself you understand human nature

Video - 8 minutes

From: J. Krishnamurti OJ79T1 Living in goodness

War

J. Krishnamurti SD71DYP1-SQ02 What to do when there's a military draft?

Video - 7 minutes

From: J. Krishnamurti SD71DYP1 Can human beings radically bring about in themselves a psychological revolution?