

## Mission Statement of Outward Bound International:

To help people discover their potential to care for themselves, others and the world around them through challenging experiences in unfamiliar settings

### General Business

Ian Wade, Executive Director  
Outward Bound International  
1192 East Draper Parkway Suite 322  
Draper, Salt Lake City, UT 84070 USA

Phone: 1-801-523-6118  
Internet Fax: 1-775-249-9766

Email: [ianwade@outward-bound.org](mailto:ianwade@outward-bound.org)  
General Information: [info@outward-bound.org](mailto:info@outward-bound.org)

### Newsletter Contact

[newsletter@outward-bound.org](mailto:newsletter@outward-bound.org)

Did you know over 60 percent of the money needed to run Outward Bound International comes from donations? This year we need to raise over \$100,000 US to conduct safety and quality reviews, produce newsletters, organize training and get new centres started. If you are able to support this work, please send a tax deductible donation of any amount to the above address:

Charge my      Visa      MasterCard      American Express

Name of card holder \_\_\_\_\_

CC# \_\_\_\_\_ Exp Date \_\_\_\_/\_\_\_\_

Amount of Donation \_\_\_\_\_

## Outward Bound Contact Information

### Guest Expeditions

Outward Bound International is conducting Guest Expeditions this year and in 2004. These unique journeys help support OBI as well as bring together Board members and their guests from around the world. If you would like more information about any of these Guest Expeditions visit the website [www.outward-bound.org](http://www.outward-bound.org) or contact Ian Wade at the OBI office: -

#### Kilimanjaro

February 13-21, 2004 (9-days)

Fly into Kilimanjaro International airport in Tanzania. Next day relax watching game on the slopes of Mt. Meru. Then trek to the top of Kilimanjaro via the scenic Landrossi and Machame route. Four days of trail hiking, with porters to carry supplies, take us to a high camp where we rest and acclimatize for a full day. We hike to the summit for sunrise and then descend, by a direct route, in a day. OBI Executive Director Ian Wade, who likes the mountain so much he has been up 10 times, will lead the expedition.

#### China - Silk Road

October 5 – 12, 2004 (8-days)

After the OBI World Conference in Malaysia explore the Silk Road in western China. This legendary trade route connecting the Orient and the West traversed both north and south of the Takla Makan desert. We begin in Urumqui in the north and make an excursion to the Lake of Heaven, 1,900 meters high in the Tian Shan Mountains. After a boat ride up the lake we trek with horses for support. Returning to Urumqui the expedition crosses the desert by train and takes a camel supported journey to the West Thousand Buddha Caves. Finally we fly back via Xian to Hong Kong.



### Kurt Hahn and the Pursuit of Genius

*Lecture held at the Round Square Conference  
at St. Philip's College, Alice Springs, Australia,  
on 28th September 2001 by Jocelin Winthrop-Young.*

Twenty-seven years have passed since Kurt Hahn died and there are few friends left who can give witness to his personality. This is an attempt of one who knew him well to give an account of what he was like. We first met in Salem in August 1930 and I remained in contact with him until his death 44 years later. I was his pupil in Salem and Gordonstoun for 8 years and engaged in working in his schools from 1948 to 1984 with one break of four years.

He was an eccentric, and this is important to remember when reading accounts about him. Some reminiscences are influenced by this and lead to misunderstandings. The best-known story about him took place in the very early days of Gordonstoun, when the house had not yet been adapted to the accommodation necessary for a school. It is told by Max Selka, who shared a study with two other boys, which could only be reached through the Headmaster's bathroom. One day Max marched into the bathroom and halted when he saw the bath was occupied. A deep voice sounded: "GET OUT YOU SILLY ASS, CAN'T YOU SEE THE DOOR IS LOCKED!" This has everything necessary, the imperative, the corrective, humour and Lewis Carroll.

John Stuart Mill writes: "The difference between genius and eccentricity is very narrow."

He suffered from two serious illnesses throughout his adult life. He, like so many other great men, was manic-depressive and suffered from infrequent attacks. Before World War 2, he was hospitalised in Zurich and the same occurred in Oxford in the fifties, after which he had to retire from Gordonstoun in 1953.

The second illness was in the head. It was caused by the narrowing of the Sylvian duct, thus increasing the pressure of the cerebro-spinal fluid in the brain. The Sylvian duct is the communicating channel between the brain and the spinal cord. Blockages cause severe headaches. In 1913, Hahn was operated by Sir Victor Horsley. He took a piece of vein from the ankle and transplanted it at the back of the head to widen the Sylvian duct. The scar is the origin of the belief that there was a plate installed. From this time on Hahn began taking precautions to avoid the sun: wearing hats with broad rims and often going out only after dark, which led to the story of sunstroke. In 1955, Professor Riechert in Freiburg, who repeated the operation, confirmed that the duct was free and the trouble lay in a psychosis.

In character he was a kind man with a very strong will. From boyhood on he was guided by moral principles. For me his most characteristic facet was "active compassion." He not only felt strongly about anybody in distress but he would start telephoning

Continued on page 4



## Plus est en Outward Bound!

Remarks by In-Coming OBI Chairman

G. Kelly O'Dea

OBI 2003 AGM at OB Canada,

Huntsville, Ontario October 18, 2003

As always, it's great to be with you. I am honored to be your next OBI Board Chairman. We are at the beginning of a new chapter and I am excited about what lies ahead.



For the last six years, Peter Kyle has been our passionate leader and steady hand who helped us to grow, become a global network and move to a level where we have confidence in the safety and basic quality of each others programs. As with any important endeavor, it has not been without its challenges but the progress achieved is substantial and real.

In no way do I underestimate the challenges ahead of us. They pose interesting questions for us to consider. We live in a world that has undergone massive change. How will Outward Bound respond to remain relevant and vital in this environment? What would Kurt Hahn say if he were with us today? Would he say we're just fine the way we are? Not likely. He would more likely urge us to change with the times, to revamp, to innovate, to lead.

The world has also brought us all closer together, driven by breakthroughs in technology, communication and personal mobility. We are indeed all part of the global village.

- How does Outward Bound lead in this environment?
- How does this change our outlook and relationships with each other?
- How do we make this an opportunity for Outward Bound?

I have four core beliefs about Outward Bound.

1. Outward Bound's purpose and philosophy are today as relevant as they were when Kurt Hahn founded Outward Bound. While the world is changing, the fundamentals of human nature remain the same.

"Plus est en vous" remains a powerful call to personal discovery and development. At the same time, I believe we must aggressively re-consider how we execute this promise to stay in tune with changing needs.

2. Outward Bound is not simply an organization. It is a movement of passionate, committed people bound together by a simple but powerful purpose. We must keep this flame burning bright. We are fortunate to have a unified mission, shared values and common operating principles to guide us. This is our fuel for improvement, progress and success.
3. We are far better together than apart. Outward Bound has expanded into 30 countries around the world. With this network, we have a real opportunity to grow by collaborating among and between OB centers. This is now beginning to happen. There are many smart, committed people throughout the network - people with bright ideas that all of us could use so that the whole is bigger and better than the sum of our parts. We have a massive knowledge and experience base but this treasure chest has not yet been harnessed for the benefit of everyone. We need to codify what we know and make it accessible to all.
4. Our best days are ahead of us. Our proud past is prologue to a potentially bright future. The key question: how can we harness the power of our past to create our future? This will require open minds and a willingness to change along the way. Easier said than done for most but at least we all agree on our core purpose and values and that is a good starting point for moving forward.

## Plus est en Outward Bound!

There is much more we could achieve and many more people we could reach out to. To do this, we need to focus on the major priorities that flow out of our core purpose. I have 5 personal Outward Bound priorities.

1. Protect the brand and promote it where possible.

Protecting the brand is a critically important task. We must also seek to be visible, attractive and accessible.

## 11<sup>th</sup> OUTWARD BOUND WORLD CONFERENCE 2004

Hosted By

OUTWARD BOUND  
MALAYSIA, LUMUT  
at SWISS GARDEN RESORT,  
DAMAI LAUT,  
PERAK, MALAYSIA  
From 1<sup>st</sup> – 3<sup>rd</sup> October 2004

The World Conference was held at OB Malaysia in Lumut in 1986. Once again, OB Malaysia has been given the honour to host the 2004 World Outward Bound Conference. The year 2004 also marks the 50<sup>th</sup> Anniversary of the founding of OB Malaysia, Lumut.

### Conference Theme

The Global challenges and the ever changing needs of individuals, clients and OB Schools worldwide require us to consistently reassess, reaffirm, reconnect and to keep abreast with the latest trends in the OB movement.

New OB Schools have been established, many older ones have progressed, and some are still sailing the rough seas. Now is the appropriate time to learn and connect with past success stories and renew commitments and collaborations, keeping current and proactive for the future. Thus, it seems relevant that the Theme for the 11<sup>th</sup> World Conference at OB Malaysia is to be:

"CONNECTING WITH THE PAST, PLANNING THE FUTURE"

### Conference Programme

While the details of the programme, workshops and speakers are still in development, we have plans to make this Conference a truly memorable and worthwhile experience. Exciting Pre and Post Conference activities are being organized for those adrenalin seekers, as well as for educational and cultural experience enthusiasts. Workshop topics and programmes will be for both executives and practitioners to share, network, learn and present. Ample time and avenues will be created for conference delegates to mingle, interact and forge closer relationships.

### Conference Packages

To ensure that your time, effort and money will be well invested, we are working towards keeping the conference fees affordable. Various packages are being planned for executives, spouses, field staff and other practitioners to ensure that we get a good representation of delegates at the Conference. Scholarships, Early Bird Discounts and Group Discounts are being arranged to make it an event you should not miss.



### Conference Venue

To host the Conference and its delegates in the best possible setting and environment, we have selected the *Swiss Garden Resort*, Damai Laut, Perak as the Conference venue. The resort provides affordable hotel rooms as well as budget apartment rooms among 400 acres of hillside rainforest and scenic vistas. Please refer to [www.sgihotels.com.my](http://www.sgihotels.com.my) for resort details. We are also negotiating special discounts on the room and apartment rates for the conference delegates. For those who wish to travel further to experience other places of interest, special packages are being arranged with travel and tour agencies and transportation organizers.

Stay tuned for detailed updates at <http://www.obslumut.org>

*"Your disability is your opportunity"*

Kurt Hahn





## The Moving Spirit


Through Outward Bound, Hahn hoped to foster a deeper intensity of commitment in the rite of passage from youth to adult life. He was intent on creating more dramatic challenges and victories for the young than were available in conventional forms of schooling. Advocating a more arduous quest than was present in the institutions around him, Hahn was working from a disability greater than his own, a collective predicament verging on catastrophe. In England during the German Blitzkrieg, it was by no means apocalyptic to argue that there would need to be a new education, reconstructed on a massive scale, to produce the compassionate army needed to preserve what was left of civilization at home. Hahn believed that an intensive program of training, expedition, reflection, and service could make a difference.

Taking an image from Plato, Hahn likened himself to a midwife of educational projects as he sparked ideas for new endeavors and then left much of the development and maintenance to others. Outward Bound Sea and Mountain Schools proliferated across several continents in the following decades. As it adapted itself to different cultures in later years, Outward Bound lost some of its wartime urgency, but it maintained a zest for adventure and Hahn's legacy of moral purpose.

Hahn's post-war contributions include several other projects of which he considered himself more midwife than instigator. It would be most accurate to characterize him as the moving spirit, since his arts of persuasion were decisive in each case. The Trevelyan Scholarships, for example, provided funds for young people to attend Oxford and Cambridge, based on experiential as well as academic criteria: applicants were asked to complete a project of their own design, which would be reviewed by a selection panel. Shortly after a recurrence of his sunstroke in the early 1950s, Hahn helped to launch the Duke of Edinburgh Award, a program similar to the County Badge but more widely developed throughout the British Commonwealth.

His crowning achievement after the war was the United World Colleges, which began with the founding of Atlantic College in 1962. If Outward Bound's origins are to be found in the war, those of the United World Colleges appear in the desire to build institutions that will offer a living example of what it means to be at peace. Taking students from ages sixteen to nineteen, equivalent to the sixth form in England or the last two years before postsecondary education in the United States, these colleges bring together boys and girls from all over the world, from competing social and economic systems, from rival cultures and religions.

The program fosters world citizenship, an interconnected leadership of people who have experienced a collective life of active dialogue and peace-making service. The curriculum, like that of Gordonstoun, combines both academic and experiential challenges, but the institutions have developed in new directions under their diverse leadership, leaving some of Hahn's educational practices behind while preserving others. Kurt Hahn's original insight that such institutions were possible stands as perhaps the greatest legacy of his influence.

The entry in Britain's Dictionary of National Biography calls him "headmaster and citizen of humanity." Hahn's educational influence persists under such organizations as the Round Square Conference, which comprises schools modeled on Salem and Gordonstoun. His genius in devising short-term, educational experiences has not stopped infusing energy and inspiration into the Outward Bound Trust, which oversees Outward Bound schools throughout the world. His love of peace flourishes in the United World Colleges, not to mention the many other institutions and individuals who continue to embody his ideals. The man's center remains, beckoning like an adventure. Arise from weakness to teach about strength. Turn self-discovery into acts of compassion. Everywhere defend human decency. 

This is an excerpt of the article. To find a full copy, please go to [www.kurthahn.org](http://www.kurthahn.org)  
Copyright © 2000 by Thomas James  
[tj@kurthahn.org](mailto:tj@kurthahn.org)



The Outward Bound brand is not as visible as it once was. Countless competitors have come in, most of them inspired by Outward Bound and many of them for profit. It is more difficult to stand out in a noisy crowd, particularly if you have limited financial resources. But there are creative ways to make impact, especially if you can combine ideas and resources around a unified positioning.

We have just launched the first phase of a new global website to serve as a global communication, information exchange and marketing platform. We will also consider selective opportunities that would provide broad benefit to the network.

### 2. Focus on quality + innovation

This is our lifeblood. We live or die by the quality of our product. And as leaders, we have a responsibility to lead in product quality. One of our most important needs going forward is to innovate within the context of our core purpose – to create new products that respond to changing needs. Lack of innovation means loss of leadership. I believe Kurt Hahn would agree.

Let's understand what will differentiate us in the future and then define a strategy to achieve it. One example of innovation is Expeditionary Learning Outward Bound. This program impacts many more people than wilderness programs in the USA and has a significant impact on traditional education. It could have potential as a worldwide leadership initiative. Another example is the Overseas Youth Program in Singapore, which has the conscious goal of developing global citizens.

### 3. Strengthen safety standards

No matter what happens, this will always be a top priority. We are applying consistent standards across the world and conducting regular safety reviews at each center on a rotating basis. We also now have a Safety and Risk Management Committee to ensure we stay focused on this crucially important aspect of Outward Bound.

### 4. Strengthen our financial health

We have limited financial resources and this fact limits


the speed and breadth of our progress. We intend to place considerable focus on methods to improve our financial health. One way is through a more concerted fund raising effort. Another idea is to expand the meaning of fund raising to include other activities such as "cause related marketing" initiatives, consistent with Outward Bound's purpose, that would be sponsored by corporations.

### 5. Foster a spirit of free and open communication and collaboration

This is one major way to improve and create an advantage for Outward Bound. We are beginning to better connect within our network and it's producing results. But we need to focus more attention on unleashing the power of our network - sharing ideas, best practices, training, people, programs and codifying our knowledge. We should also explore collaborative opportunities with other Kurt Hahn organizations.

I hope you share my confidence in Outward Bound's future. We are operating in a world that is dramatically changed but is also just as much in need of what Outward Bound offers. In 2003, over 200,000 people of all ages will have an Outward Bound experience. That leaves millions more who should and that means significant growth opportunity.

Along with an active, committed board and an excellent advisory group from around the Outward Bound world, I look forward to working with you. Let Ian Wade or myself know what's on your mind and what ideas you have.

Plus est en Outward Bound! 

## In This Issue....

Kurt Hahn Leadership Conference Perspectives:  
From organizers to participants

Information on all four Hahn institutions

Thoughts on Hahn's philosophy today

Hahn from the perspective of his peers

News from Around the World

Leadership Book Review



## Kurt Hahn and the Pursuit of Genius cont.

The problem of how to educate the whole person cannot be solved without learning how to civilize human communities, which in turn cannot be done without preparing the entire world society in the arts of living harmoniously at the highest levels of potential activity and understanding.

at once to plan the necessary action. He was particularly moved to help individuals but, it seemed to me, that he was less affected by major catastrophes. An example for this was his failure to react to the Holocaust at the end of the war and his conversion to the Anglican Church at that time, a fact that earned him the hostility of the Israelis.

In character he was a man of great courage as his protests to the politics of Hitler show, e.g. the Beuthen murder. He led an ascetic life: no smoking, no alcohol, and no physical relationship to man or woman. He had an extensive sense of humour, and a charming smile but never laughed.

He concentrated on his job and seldom took holidays; indeed he had few interests for recreation. He was not interested in the arts and had little appreciation of music. On his rare visits to the cinema, he seems to have spent most of the time sleeping. He did not play cards or chess or parlour games. His library was small and altered little in the 40 years that I observed it. He rarely read books but kept up with the principle newspapers in German or English, the only two languages he spoke well. While he did read Plato, Kant and other authors I had the impression that his main inspiration in education came from the practice of Cecil Reddie in Abbotsholme and Hermann Lietz in Germany. While Herbert Spencer wrote: "Education has for its object the formation of character," Hahn was more precise: "The destiny of character is shaped outside the classroom."

Hahn, while a very modest man was proud of his own inventions and tended to react if he felt there might be any trespassing. He did not believe in discussion and was of no use in a committee. His gift was his power of persuasion, often exerted at his twin breakfasts, with a few influential persons.

Was he a genius? Let me list what I think are his major contributions to education:

- That helpers should hold office in their areas of responsibility. This system adapted from democratic politics still works admirably.
- That the use of craftsmen be encouraged so that all students learn care for work and increase their power of concentration.
- That the challenge of the sea and of the mountains be part of training for all students. In 1941 this resulted in sea training at Aberdovey for the young sailors before they joined their ships in the war. Later, after the war was over, the foundation of the Outward Bound followed in 1946.
- The challenge of the students in 1935 to build the coastguard hut on the cliffs near Gordonstoun and To Hahn, as to few other people, enthusiasm and determination were the same thing. Hahn has always been alarmingly impractical, yet for him, ideas would turn into deeds, plans into practice, Castles into schools.

There are people who caught some fire from Hahn and then went and did his work, in their own ways. This is a good system for making an idealist's ideas spread and work. It means that the ideas can change and therefore survive and become not so much a doctrine, more a way of life.

**Hahn's favorite story was the Good Samaritan, wherein the strong, those clearly in a position to help the most, failed to act. It was the outsider, the weak, the despised who taught what it means to be a civilized human being.**

The full text of the lecture can be found at: - <http://www.pearsoncollege.ca/reconnect/Documents/JWYoung%20speech.pdf>

Adversity came to Hahn in several forms, all of which must have seemed insuperable from his perspective in a darkened room as he recovered from his accident. The physical disability would always be present in his life. It would be necessary for him to wear a broad-brimmed hat to protect his head from the sunlight. Frail in the heat, he would have to flee northward to a cooler climate in the summers. Periodically, he would need to undergo major operations to relieve the fluid pressure within his head. All this he knew, or could well imagine, in those months of convalescence, but he also could not help but be conscious of other adversities that would dog his every effort to improve himself for the rest of his life. In his family, the other sons received encouragement to go into business, while Kurt appeared to be gravitating toward a less prestigious role, possibly that of a teacher. He loved the classics and pushed himself hard in his attempts to master them, but alas, he did not shine as a student.

Although he revered tradition, he would never know the life of a scholar. Even if he had been a much better student, his Jewish background would always limit his opportunities in a nation whose anti-semitism was becoming increasingly strident with each passing decade.

In his darkened room, Kurt Hahn regenerated his spirit with a vision of what he could do with his life. He decided that he would someday start a school modeled on principles drawn from Plato's Republic, a school that would expand the wholesome influence he identified with Hermann Lietz and Cecil Reddie's Abbotsholme. How much of the vision came to him at that time and how much came later is not clear, but he grasped the essential outline. The school would harmonize the social and intellectual differences between its students by operating as a community of participation and active service. It would seek out the natural qualities of leadership, skill, and responsibility possessed by all in different ways when they see that they are truly needed. His school of the future would harmonize the wild and discordant personality of the adolescent by demonstrating this true need.

How could his vision be made believable to the alienated young? Closer to home, how could Kurt Hahn himself, in his debility and depression, bring himself to believe in a better life? Forced by the accident to reflect upon his own childhood, to seek out some deeper matrix of meaning to keep his spirits up, Hahn came face to face with his own youthful passion.

He came to see that there exists in everyone a grand passion, an outlandish thirst for adventure, a desire to live boldly and vividly in the journey through life. This vision sprang forth as the most salient lesson of his lifelong pedagogy.

That was not all, however, and it was not enough. For now the Dolomites and the classics flowed together to become Hahn's vision of the good. Passion must not be treated lightly. Its deep springs in human nature must not be poisoned. Above all, it must not be misdirected and turned to inhumane ends. The grand passion of the young must be embraced in wholesome ways by adult power. It must be nurtured instead of deformed or punished. Its creative force must be harnessed to the quest for a good society, the aim of Plato's educational designs. To accomplish this purpose would require more than a school in the traditional sense. Hahn believed that some separation from the existing human world, into the intensity of a journey-quest, confronting challenges and transforming opportunities for service, could change the balance of power in young people. Then they would be more inclined to use their lives, back in the world from which they came, to bring the good society into being.

Only by grasping how he continued to draw both from a sense of weakness and from the strong idealism at the center of his being, can we understand his intuitive leaps as he created new programs over the years. Hahn perceived clearly that schools as we know them are not equal to the urgent problems of social life in this century. Even the best schools probably damage as much as develop the volatile inner lives of young people. One reason for this unintended consequence is that schools represent only a partial solution to a much more pervasive problem. The problem of how to educate the whole person cannot be solved without learning how to civilize human communities, which in turn cannot be done without preparing the entire world society in the arts of living harmoniously at the highest levels of potential activity and understanding. Hahn's debt to Plato was his conviction that education must embrace all these aspects of human life.

**Continued on page 22**

*It is the sin of soul to force young people into opinions – indoctrination is of the devil – but it is culpable neglect not to impel young people into experiences.*

Kurt Hahn





## Kurt Hahn and the Aims of Education

By Thomas James

### The Center of A Life

Kurt Hahn understood weakness better than strength. The goal of learning, in his view, was compensatory: to purify the destructive inclinations of the human personality, to redress the imbalances in modern ways of living, to develop each person's disabilities to their maximum potential, and to place new-found strength in service of those in need. Kurt Hahn was suspicious of presumed excellence; he paid scant attention to the glories of unsurpassed individual performance, whether it be on the playing fields at Eton or the examination ordeal of the German gymnasium. He understood, as few educators have so well, the tender fears of young people, their alienation before the rigors and rituals of adult power. He understood how wrong it was to vanquish them with that power to make them learn. This strategy would only deepen their confusion about the meaning of their lives, making them cynical, lacking in humanity, even if it strengthened them.

Where did Hahn learn this, and if he once felt it himself, how did he convert his own weakness into an enduring vision of education? We must look, I believe, to that most tumultuous time of life to see the emerging center. In late adolescence, on the threshold of higher education and adult life, Hahn felt the impact of three events that changed his life.

The first was an expedition, some days of fresh air and majestic surroundings on a walking tour of the Dolomite Alps. One can well imagine the exhilaration of a boy in his teens on such a rite of passage. Famed for their bold, other-worldly shapes, their awe-inspiring hues of light and shadow from sunrise to sunset, the Dolomites imprinted on Hahn an inextinguishable love of natural beauty. As an educator, he would always be devising ways to turn his classrooms out of doors, putting his students into motion and forcing his teachers to come to grips with the healing powers of direct experience.

Something else happened on this expedition. A second event added a specific passion to these other feelings, strong enough to organize his self-discovery into a lifelong vocation. Two English schoolboys who accompanied Hahn gave him a gift, a book called *Emlohstobba* by the German educator Hermann Lietz. The title of the book was the name of their school, Abbotsholme, spelled backwards. Lietz wrote rapturously of life inside that school, where he served as master of studies for a sabbatical year under the innovative headmaster, Cecil Reddie. When Lietz returned to Germany, he fathered the country school movement

there, inspiring others to begin schools more healthful for young people than the prevailing system of the time.

For Hahn this book was a momentous gift. Along with the living example of the two students from Abbotsholme, who impressed him with their healthy love of life, and the sheer beauty of their alpine journey together, young Hahn must have felt in himself a new conviction of life's possibilities. Coming at a time when his own formal education was marching lockstep through the authoritarian, rigidly academic curriculum of the gymnasium, the alternative vision of a more humane and democratic school, capable of fostering more perfect human beings, seized his imagination with a force that can be judged only by abandoning strict chronology and looking ahead to the seventy indefatigable years of institution-building that lay in front of him.

It was not on that trip, however, that Hahn imagined the school he hoped to build. Two years later, the year of his graduation from the gymnasium, a third event completed his initiation. He suffered a life-threatening sunstroke that permanently changed his life. Never again would he have the freedom to trek or sail long, pleasurable distances out-of-doors. Nor was it certain, in the weeks following the accident, whether he would recover enough even to participate in normal functions of life. Depression set in, squelching his hopes. One would not be surprised if his boyhood dreams became cruel reminders of all that was not possible now. His life was a wash-out, a failure before it had really begun.

Here, and not in his later life of so many memorable accomplishments, the educational genius of the man is to be found. The center emerged as a discovery of who he really was inside, the gift of suddenly knowing what he had to do, and would do, when he bumped up against his own limitations. It was the scale of values, the plan of life, the desired future he asserted as his response to adversity.

Continued on page 21



Kurt Hahn 1955

## Peter Kyle Looks Back

*Peter Kyle stepped down as Chair of Outward Bound International on October 18th, 2003 after 6-years of service. Peter was a founding member of the International Advisory Board that preceded OBI and the Chairman since its incorporation in 1997*

My association with Outward Bound began in January 1966 when I attended a standard 23-day course at the Cobham Outward Bound School in New Zealand. The circumstances were amusing. In those days, all 18 year olds were required to register for military service. Actual military service was only required of those whose birth dates were selected on a random lottery basis. I missed the ballot. My father, who thought that service in the army "would make a man of me," was rather disappointed so decided to enroll me for the next most appropriate form of "manly training" he could think of. Outward Bound started in New Zealand in 1962 and he had heard very good things about the program so off I went. The course was something of an eye opener for me. Having had a relatively sheltered school life, I was suddenly thrown in with a variety of young men (in those days, Outward Bound in New Zealand was only for males!) of all shapes and sizes and from all walks of life. However, I greatly enjoyed the experience and especially the knowledge that I was able to cope with the mental and physical challenges as well as everybody else.

On my return from the course, I was met at the Wellington Ferry Terminal by the then Chairman of Outward Bound New Zealand, Mr. Warren Johnson. It was a Tuesday evening and he invited me to come to his home the following Thursday to give a briefing on my impressions of the course. Warren was the Managing Director of one of New Zealand's largest companies and lived in a most sumptuous apartment. I had never before been to a place of such opulence and circulating amongst a group of 30 or 40 "older" people was every bit as challenging as anything I had done on my course. The Outward Bound experience was very fresh in my mind, however, so it was easy to talk about and my enthusiasm evidently made a good impression. Warren was delighted and invited me to become Secretary of the Wellington Association. A year later, I became President.

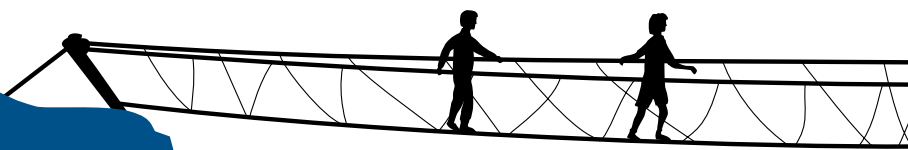
I also joined and became very actively involved in the Old Boys Association. One of my most rewarding memories of that period was designing and operating mini Outward Bound courses for middle school-aged children. For several years, a large group of alumni spent almost

every weekend building huts for the young students, installing ropes courses, digging latrines and re-living our Outward Bound experiences. These were very happy times and the Outward Bound friends I made during this period remain amongst my closest in New Zealand.

In 1969, I was asked to draft a constitution for a National Old Boys Association and was subsequently appointed the first Secretary. Two years later, I became President and was appointed as one of two Old Boys to the Executive of the Outward Bound New Zealand Trust. Over the ensuing years, I continued to be actively involved in all aspects of the activities of the OBNZ Trust. I sat on various selection committee panels, participated in numerous task forces and working groups and attended countless meetings.

In 1979, my wife, Margaret, and I left New Zealand for 5 years so that I could take up a position with the Asian Development Bank in the Philippines. Shortly after my return to New Zealand in 1985, I was reappointed to the Council and, in 1986, attended the Second International Outward Bound Conference held in Malaysia. This Conference was a most magical experience. I vividly recall barbecues on the beach, being regaled by Josh Miner with amusing anecdotes of Kurt Hahn, and meeting up with some wonderful Outward Bound personalities. Having always been an internationalist and believing that there was much merit in developing an international structure for Outward Bound, I proposed the creation of a new international body to oversee the worldwide development of Outward Bound. That idea proved to be ahead of its time but we did agree on a limited form of international association and appointed Ian Fothergill, the then Director of OBUK to serve as secretary of the new entity.

Two years later, representatives of the international Outward Bound community met again in Cooperstown, New York. This was another very special occasion; well organized, with many outstanding speakers and a most beautiful environment for a conference. Once again, the subject of forming an international body was discussed. There were lots of doubters but the tide turned following the intervention of a very loud voice from the back of the hall who argued persuasively in favor of establishing an International Advisory Board. This was my first encounter with Bill Phillips, someone who has since become very much a mentor and friend. After the meeting I went up to Bill and offered my services. He suggested that I draft some preliminary memoranda of understanding to support the creation of the International Advisory Board. I spent the rest of the evening drafting, and presented my thoughts to him the following day. He seemed suitably impressed and these documents were subsequently adopted as the basis for the



IAB. Bill had been appointed Chairman with a mandate to recruit representatives from the other regions of the world. The Conference delegates had also agreed that all Schools should contribute 0.1 percent of their income to support the activities of the new entity. A large part of those fees would go to fund a portion of the salary of Ian Fothergill who would continue as the International Secretary. That arrangement worked reasonably well for the next few years largely as a result of the personal commitment and stature of Bill Phillips.

Meanwhile, back in New Zealand, I was appointed Second Vice President of OBNZ in 1990 and First Vice President the following year. Then, in mid-1992, Margaret and I and our two children – Shannon, aged 10, and Chris, aged 5 – moved to Washington DC, where I took up a senior position with the Legal Department of the World Bank. This was to be the start of what has proven to be a very exciting and professionally satisfying phase of my life but I was sorry to leave New Zealand a matter of months before taking over as President of OBNZ. After so many years of active involvement in New Zealand, it would have been nice to serve a term as President.

On arrival in Washington, one of my first steps was to reconnect with Bill Phillips. He invited me to join the IAB and in 1994, I was made Deputy Chairman. In 1995, the Outward Bound Trust (UK) experienced serious management and financial problems as a result of which the Board and the Executive Director were replaced. The IAB decided that the time was right to establish itself as a separate legal entity and I was given a mandate to draft a Bylaw for Outward Bound International.

For me, this was something of a dream come true. The concept of a truly international body having a mandate to promote Outward Bound on a global basis was something that I had promoted for many years and, at last, it was within reach. I relished the challenge of creating the new entity! The next twelve months were devoted to preparing drafts and negotiating the terms of a Bylaw with the Schools and their legal advisors around the world. It was a rather stressful time as there was a high level of suspicion concerning the scope and functions of this new entity. At the urging of Sir Michael Hobbs, the newly-appointed Executive Director of OBUK, I

invited HRH, The Duke of Edinburgh to provide comments on one of my drafts. To my surprise, he was most willing to participate in the drafting process and provided some very sound advice. Eventually, to my delight, all Schools came on board and the Bylaw was signed in early 1997. The first formal meeting of the Council of OBI took place at Thomson Island in Boston in 1997. I was elected the first Chairman and Bill Phillips became Chairman Emeritus.

Over the intervening six years, OBI has established itself as a key player in the international Outward Bound architecture. Major initiatives have been taken to overhaul and streamline the licensing procedures, introduce modern risk management protocols, improve communication, strengthen governance and create a sense of belonging to an international family. I have been blessed with a first class Board of Directors, many of whom are the Chairpersons of their respective schools. All have been intimately involved with Outward Bound for many years and have been a most congenial and stimulating group. I have also been privileged to be able to work very closely with Derek Pritchard and Ian Wade – the two Executive Directors of OBI – and two of the truly great icons of the Outward Bound world.

During this time, my work with the World Bank has enabled me to visit many Outward Bound Schools and Centers and to attend Board meetings and AGMs in different parts of the globe. One of the greatest rewards of the Chairmanship has been the association with so many interesting and wonderful people. Outward Bound attracts first class people – people who are willing to contribute generously of their time, money, ideas and vision. To have been associated with such people and to have been at the forefront of the development of Outward Bound International has been a source of tremendous pride and satisfaction. While it is time to stand aside and let new ideas and new visions move to the fore, I hope to be able to continue my Outward Bound involvement in some capacity for as long as possible; for Outward Bound will continue to be a lifelong voyage with many more mountains to conquer.

Peter Kyle  
Washington, DC  
October, 2003




## Outward Bound International Research Clearinghouse Established

The Outward Bound International Research Clearinghouse (OBIRC) is now established and is currently housed in the Department of Recreation and Parks Administration at Indiana University. The OBIRC is designed to provide a much needed and significant service to both the Outward Bound and general outdoor research community. Outward Bound has long been a forerunner in conducting research in the outdoor field. Despite this, there is a general lack of dissemination of this information to other OB schools, as well as to the general public.

In early 2000, Ian Wade, Executive Director of Outward Bound International, approached Dr. Alan Ewert and Indiana University about developing a system to collect, house, and disseminate any adventure research relative to Outward Bound. Later that year the groundwork was laid to develop a database and Internet search engine known as the Adventure Research Cache (ARC) <http://webdb.iu.edu/Hperweb/iole/index.cfm>. The ARC currently holds over 350 citations of peer-reviewed research, nearly 150 of which are specific to Outward Bound. The ARC will continue to grow and provide a viable resource to all interested parties.

After almost three years of searching, it is apparent that a more comprehensive database is needed to collect and make available the wealth of Outward Bound research that may not be readily accessible elsewhere. Therefore, OBIRC has been established as a means to meet this requirement. Presently they are in the initial phases of collecting OB research and studies, and building the accompanying database. By building a more complete OBI research database, all OB schools will benefit. With this said, all interested OB affiliates are encouraged to become involved.

A long-term goal for OBIRC will be the development of a web-based search engine available for public use that will help expedite the information assimilation process. In the near future, copies of research studies referenced in OBIRC will be made available upon request.

In addition, a research needs-assessment will be conducted for schools that choose to participate. For more information, or to contribute research to OBIRC, please contact: Alan Ewert, Department of Recreation and Park Administration, HPER 133, 1025 East Seventh Street, Bloomington, IN 47405-7109 USA, (812) 855-8116, fax (812) 855-3998, [aewert@indiana.edu](mailto:aewert@indiana.edu) 

## New Book on Outward Bound Techniques Spring 2004

[lfort@gowerpub.com](mailto:lfort@gowerpub.com)





## Leadership Theory and the Challenge Course Experience

A book review of some of the most transferable leadership resources

By H.B. Scott

Leadership is serving others. Leadership is situational. Leadership is not just authority. Leadership is dangerous. Leadership is . . . Asking, "What is leadership?" is a little like asking, "What is being human?" There's a lot of debate about it, and everyone thinks they've got the answer. But how does all the rhetoric become applicable? And whose answers are the most insightful?

Challenge course practitioners are charged with exemplifying what it means to be a leader. We work in a discipline whose mission it is to assist others in finding their strongest leadership – and support roles within the teams where they belong.

So what specific resources are available in contemporary leadership theory? The following review outlines three works that can assist any challenge course program. Each review contains excerpts that are modifications of the publisher's description and offers a perspective on why the book may be relevant to the challenge course discipline.

### Leadership on the Line: Staying Alive Through the Dangers of Leading

Ronald A. Heifetz and Marty Linsky, 2002

For every challenge course practitioner who has experienced the difficulty of trying to lead change in a recreation, education, or therapy-based setting, this book is a must read.

Every day, in every facet of our lives, opportunities to lead call out to us. At work, home, and in our local communities, the chance to make a difference beckons. Yet often we hesitate. For all its passion and promise, for all its excitement and rewards, leading is risky, dangerous work. Why? Because real leadership – the kind that surfaces conflict, challenges long-held beliefs, and demands new ways of doing things – causes pain. And when people feel threatened, they take aim at the person pushing for change. As a facilitator, this often means you.

As a result, leaders often get hurt both personally and professionally. In *Leadership on the Line*, authorities Ronald A. Heifetz and Marty Linsky combine teaching and consulting experience to show that it is possible to put one's self on the line, to respond effectively to the risks, and to live to celebrate the efforts. With compelling examples the authors illustrate strategies for surviving and thriving amidst the dangers of leading.

## Leadership and the One Minute Manager: Increasing Effectiveness Through Situational Leadership

Kenneth H. Blanchard and Drea Zigarmi, 1985

Anyone who thinks leadership means treating everyone the same will learn why this sort of thinking can get you into trouble on the course and as a manager. This easy read teaches why tailoring management styles to individual employees is so important; why knowing when to delegate, support, or direct is critical; how to identify the leadership style suited to a particular person; and how consistent use of the simple leadership techniques will produce better management and enhanced motivation on all levels.


This book is small, simple, and smart. If you are looking for just one book to pick up that can increase your leadership skills, this is it. It will teach managers how to more effectively train and communicate with staff and guide practitioners in deciding the amount of information that should be given to participants during any sequence of challenges.

### The Fifth-Discipline Fieldbook: Strategies and Tools for Building a Learning Organization

Peter M. Senge, Art Kleiner, Charlotte Roberts, Richard Ross and Bryan J. Smith, 1994

The *Fieldbook* offers concepts and practical applications of leadership and experiential activities lined up page after page in this, the second of Senge's work in which he centers on learning organizations, leadership, and systems thinking. The book opens with a narrative about the way members from tribes in northern Natal, South Africa say hello. The most common greeting, equivalent to "hello" in English, is the expression "Sawa bona," writes Senge, et al. It is a statement that literally means, "I see you." Tribal members often reply by saying "Sikhona," or "I am here." This exchange is an important one. "It's as if saying," the authors write, "when you see me, you bring me into existence." Senge explains that in organizational leadership it is beneficial to first recognize each member of a team and to see each person and his/her contribution to the organization as a whole.

The *Fieldbook* is an intensely pragmatic guide. It shows how to create an organization of learners and achieve superior performance. Topics that map easily to challenge course work include: reinventing relationships, being loyal to the truth, building a shared vision, organizations as communities, and designing an organization's governing ideas.

H.B. Scott is the owner of *ExtremeCalm* and provides personal growth facilitation through professional team development. She can be reached at [hbscott@extremecalm.com](mailto:hbscott@extremecalm.com) 



Photos by John Hasell

## The Kurt Hahn Leadership Conference

Reconnections - New Directions - June 2003

by John Hasell

"You had to be there." That seems the only adequate response when asked to describe what it was like to attend this landmark event in the history of four international educational organizations — The Round Square Schools, The Duke of Edinburgh's Award, Outward Bound and The United World Colleges — each inspired by the genius of Dr Kurt Hahn. Each of the over 100 delegates from around the globe, more than half from outside of Canada, probably have a different perspective, but all would agree with the following reflections that came out of the final session:

- There is mutual benefit in bringing people from all four organizations to one physical location.
- Pearson College, near Victoria in British Columbia, was both beautiful and hospitable.
- We expanded the "muscles of friendship."
- We mined the potential of collaboration.
- Hahn's ideas are vital and relevant today.
- There is synergy between generations and organizations.
- The young participants got down to business while others sometimes suffered from "analysis paralysis."
- All four organizations have an incredible potential for change.

I developed a unique perspective of the conference because I researched, directed and produced two videos on the Conference and the Conference Briefing Materials. The first video was designed to introduce everyone to the history, purpose and methods of each of the other organizations and to show how each was founded on the principles developed by Dr. Kurt Hahn. This revealed to me the extent to which his genius has flowered since he launched his first school in Salem, Germany in 1920.

Kurt Hahn's purpose in everything that he did was to educate young people for life. He did this by providing opportunities for:

- Personal development through challenge and adventure.
- Establishing self-worth through craftsmanship and mastery.
- Showing compassion through skilful and caring service to others.
- Developing international understanding through personal interaction.

He felt most strongly that there was a duty to impel young people into experiences that would break the bonds that limit personal growth and understanding. This would dramatically expand each individual's comfort zone and enable him or her to reach out effectively to others throughout his or her life.

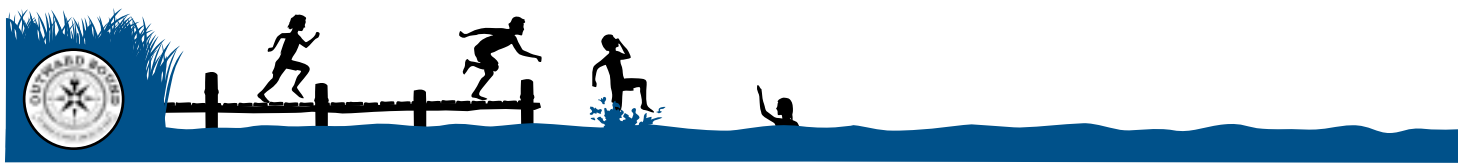
The video describes how Gordonstoun, now just one of 42 Round Square Schools around the world, was started in 1933. It tells how The International Award for Young People has expanded to national programmes in 56 different countries since 1988, having grown from The Duke of Edinburgh's Award and the County Badge Scheme. The video recounts the launching of Outward Bound in 1941, in response to the tragic loss of young merchant seamen who died when many of their older and presumably less fit shipmates survived the Battle of the Atlantic. There are now 44 OB schools around the world providing spectacular opportunities for self-discovery through adventure.

It then goes on to tell about the current ten United World Colleges based on the original Atlantic College in Wales; established in 1962 as a result of the joint efforts of Kurt Hahn, Air Marshal Sir Lawrence Darvall, and Rear Admiral Hoare who became the College Director. This powerful international initiative developed as a result of Hahn's visit to the NATO Defence College, where he saw former enemies working together towards a common goal. Hahn realised how much more could be done to overcome international hostility if young people from different nations could be brought together in a similar way.



Cont. on page 8






He envisaged a college for students aged 16 to 18 who were already grounded in their own cultures, but impressionable enough to learn from others. Drawn from all nations, the students would be selected purely on merit and potential, regardless of race, religion, nationality, background or financial means.

One has to be impressed by Hahn's remarkable ability to capture the enthusiasm and commitment of people with the power and resources to make his dreams come true. Prince Max von Baden gave him his castle at Salem, Prime minister Ramsay MacDonald got him out of jail in Germany when he defied Hitler, Lord Louis Mountbatten headed up the United World Colleges, Lester B. Pearson got the United Nations to support his concepts, Lord Hunt of Everest fame became a major supporter and head of the Duke of Edinburgh's Award, Lawrence Holt of The Blue Funnel Line provided funds and experienced seamen to help launch Outward Bound. The list is incredible and without them none of the organizations that are having such an influence on the youth of the world would ever have come into existence, let alone survived and flourished.

The video outlined some of the challenges facing all four institutions. These include effective governance, good management, sufficient funding, competent staffing, effective marketing and enrolment, safety and risk management, programme innovation, relevance, transfer, and follow-up. It also indicated how, with mutual cooperation, they all could help each other address these issues.

The post-conference video summarized the conference with a large number of pictures, together with voice-overs of key statements. It included sound bites from Prince Andrew's opening address. He described his time as a Round Square exchange student at Lakefield College in Ontario as being the most significant experience in his life, and one that contributed immensely to the man he is today. He urged us all to take Kurt Hahn's ideas to as many young people as possible.

We listened, we spoke, we thought, we discussed, we collected and shared our thoughts, we made new friends and reinforced connections with old ones, we danced, we laughed and had fun, and we made commitments. We look forward to the next conference! Copies of the two videos are available from John Hasell: [jhasell@shaw.ca](mailto:jhasell@shaw.ca) 

## PERSPECTIVES FROM THE KURT HAHN LEADERSHIP CONFERENCE 2003


By Terry Guest, Executive Director, Round Square

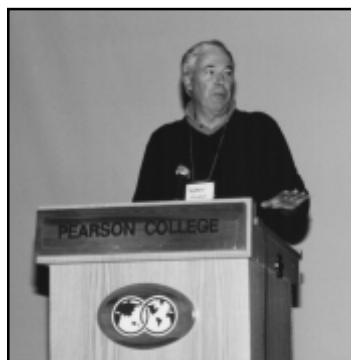
To Outward Bound from Round Square — Thank you for starting the conference ball rolling. If not for Sarah Wiley, we would not have had that marvelous gathering at Pearson College in June. There was magic to those days, with old friends meeting again after years of separation, and learning that their values held dear were indeed shared almost universally among the four organizations. The contrast of young and ancient as we problem-solved together trying to come to a common understanding of what it means to lead through service, is the most clearly defined picture in my mind of the conference. Also it became apparent to me how well we could work together in striving to meet the goals set for us by Kurt Hahn so long ago.

From Round Square's perspective, Outward Bound can be of real service to some of our schools as they strive to build more adventure into our curriculum; already there are member schools in RS which contract this aspect of their programme to OB, and as a result of this conference, I am confident that this number will grow.

Round Square builds much of its international service experience on exchanges of teachers and students across the world to our member schools, and our Round Square International Service Projects extends this into service as well. We are always searching for new sites where we can work with our students to construct something of value for those in need. To date this past year we have worked in Thailand supplying water to Karen Hill villagers, in Kenya where we constructed school buildings in the Machakos region, in Andhara Pradesh in southeast India providing low cost housing for destitute families affected by leprosy, and in Ladakh in the Himalayas constructing small dormitories for monks in Buddhist monasteries.

During the conference we discovered that we might be of service to some of the United World Colleges as they too send their students on service projects. Having both Round Square and the UWC physically work together would be a worthwhile venture.

It is also interesting to note that most RS schools have a large number of students who receive their gold Duke of Edinburgh's Award...another linking factor. 



## Staff Symposium 2003

From October 18 -21, Outward Bound Canada hosted staff from around the world at a superb Staff Symposium. Using their base at Burks Falls, outside Toronto a remarkable series of workshops and activities took place. Participants came from 26 Outward Bound centers worldwide and 6 outside organizations. The group of 120 attendees was primarily senior program staff from Outward Bound who used the opportunity to build their international network of contacts and share and broaden their vision of Outward Bound.

The Staff Symposium achieved its aim of sharing ideas, resources, best practices and innovations with international Outward Bound delegates. Workshop topics were broad and challenging and included:

- o Programming for your Students' Biorhythms
- o Teamwork & Teamplay
- o Leadership at The Edge, Lessons from the Shackleton expedition
- o What a Norwegian friluftsliv education has to offer Outward Bound
- o Outward Bound Changing Lives of Urban Youth
- o Environmental Awareness and the Outward Bound New Zealand Humanure System
- o Connecting with Courage, Programs for Girls at TIOBEC
- o Passages: Programming for Early Adolescent Boys at TIOBEC
- o Kurt Hahn's Legacy: How Can We Expand and Strengthen It?
- o Reconnect - Round Square Schools, The International Award for Young People, Outward Bound, and The United World Colleges
- o Decision Making for Outward Bound Instructors
- o Facilitation through asking-The Value of Questions!
- o Integrating Staff Development, Emotional Intelligence and Outward Bound
- o Risk Management Systems Worldwide

Other highlights included a challenging introductory talk by Outward Bound Canada's Executive Director, Rudy Massimo and a superb concluding talk by Sharon Wood. Sharon is a former Outward Bound participant and staff member and the first North American woman to climb Mt. Everest.

Participants also participated in various activities: a pre-Symposium canoe trip to the world-renowned Algonquin

Park; re-certifying as Wilderness First Responder certification; and white water kayaking or rock climbing.

Ten participants were enabled to travel to the Staff Symposium by travel grants provided by Outward Bound International — *many thanks to the Outward Bound board members who made this possible.*

### The Next Staff Symposium?

It is becoming a tradition for an Outward Bound center to host a Staff Symposium in October of the year between the World Conferences of Outward Bound. The target audience is different, aiming at senior program staff. Both Australia (2001) and Canada (2003) reported tremendous benefits to their own staff, who met visiting Outward Bound staff from around the world.

Applications are now being taken from countries that would like to host the Staff Symposium 2005. A couple of Outward Bound centers volunteered during the Canadian Staff Symposium, but any other applicants are encouraged to express interest before the end of 2003. Please contact Ian Wade for more details

([ianwade@outward-bound.org](mailto:ianwade@outward-bound.org)) 



~From his Address to the OB UK Trust, July 1960  
*There are three ways of trying to win the young. There is persuasion, there is compulsion and there is attraction. You can preach at them, that is a book without a worm; you can say "You must volunteer," that is of the devil; and you can tell them, "You are needed." That appeal hardly ever fails. I am quite certain that the young of today respond better to the service which is demanded from them in the interest of others than to the service which is offered them for their overt benefit and improvement.*





## Education by Experience: The Education Reformer Kurt Hahn as witnessed by contemporaries

By Sandra Roscher

*"We can do more than we believe. If we experience that, we won't be content with anything less."* -Kurt Hahn

Hahn, known as an educational reformer, politician and founder of what he called "Erlebnistherapie" is often described as a charismatic personality with captivating personal magnetism. However, what exactly marked him, and made him so unique and remarkable?

Hahn was not a one-dimensional figure of history. During his life he was ahead of his time. He wanted to experience life and provide controversial discussions on education. In both politics and education, he had sharp critics and glowing worshipers; he polarized, and still does. Nevertheless, this also means it is worth looking at him more accurately.

To get a more authentic impression of Kurt Hahn and his work, I decided to interview his contemporaries as a part of my dissertation. I wanted to preserve the stories of the people who held the knowledge of Kurt Hahn's past, to enlighten future generations and preserve their history before it dies out. Of course these are individual views of the personality of Kurt Hahn, and therefore draw an intimate less objective picture.

Kurt Hahn wanted to offer young people the opportunity to discover themselves; for example a former student of Gordonstoun, Mr. Ebert wrote in his speech:

"I remember very well that Hahn, who had to walk back and forth between the main building and the so called Round Square about five to ten times a day at Gordonstoun, had to pass through a small side door in a wonderful baroque house, which was much too lowly for his height, and he banged his head every time he walked through that door. Every time he shouted: "I`M SORRY!" (Ebert: Überarbeitete Rede vom 05.06.86. Unveröffentlichte Rede, Kurt Hahn Archiv Schloss Schule Salem, Spetzgard am Bodensee.)

We wouldn't do justice to Kurt Hahn's life and work, in any account, with a simple collection of anecdotes. To draw a comprehensive analysis from Hahn's entire personality would be possible, but in my opinion it is not necessary. Through particular memories and descriptions of his personality a mosaic is put together, which is more detailed and colourful than a highly complex study could ever be.

Below are some pictures of this mosaic given by contemporaries.

*Question: What is your personal impression of Kurt Hahn, his work and his charismatic personality?*

**HRH Alix Duchess of Schleswig-Holstein:**

You can mark Kurt Hahn throughout as a charismatic personality. I would nevertheless say that exactly this was what constitutes the tragedy of his person. His personality has been a dominant force in many ways, in almost all of his schools... Astonishing and therefore interesting are the opposites in Hahn's personality. I personally had the impression that he was very reserved; which seems completely contrary to his enormous persuasive power. And, I would describe it as the ability to "enthusiasmere" people. For example he was able to stand in school meetings, in some corner with his head down, seeming absent-minded. Nevertheless he was able to follow every conversation and reproduce exactly which themes have been discussed.

*Question: Do you think Kurt Hahn would be satisfied with the development of Salem and his students so far? Is Salem still "on the change for the better?"*

**OstD of Salem College Dieter Plate:**

Yes, I think Kurt Hahn would be pretty satisfied with Salem today, and its development so far...

What he wouldn't like indeed is what we call nowadays "Spaßgesellschaft" reform education just for fun and for an end in itself. His main education aim was to teach responsibility by experiences and not just adventures.

How can the various facets of the politician, the educationalist, the personality and the human being Kurt Hahn be summed up? Hahn wanted to make possible experiences and events that let young people discover themselves. Through these experiences, they would become stronger throughout their lives. Hahn wanted to enable children and teens in the skills to recognize the really important things in their lives, as well as to give them the power to act accordingly. Through his "Grande Passion" he wanted to teach responsibility, care for oneself, and care for others.

*Sandra Roscher is a PhD student at Georg-Simon-Ohm University of Applied Sciences in Nuremberg, Germany. Excerpts of more interviews are available by contacting her at: sandra\_nadine78@yahoo.de*

*Outward Bound can ignite – that is all – it is for others to keep the flame alive.*

Kurt Hahn

## The Spirit of the Conference

By Sarah Wiley, Director of Educational Programs/Principal,  
Outward Bound Canada

My own experience with the Reconnections conference started well over a year ago. While doing some work for Outward Bound Canada on Vancouver Island in the spring of 2002, I decided to pay a visit to the Lester B. Pearson United World College of the Pacific. I had always been interested in Pearson College and knowing of our common roots, and thought that a visit was in order. I met with Stuart Walker, the Director of Pearson College and Sean Rodman, now the Assistant Director, who were both as eager to meet with me as I with them. It was a great meeting as we recognized the enormous potential that existed for us to collaborate on projects together. This meeting was where the idea of the Reconnections conference was sparked and then the flame grew from there. We contacted the heads of the other four organizations within Canada and asked them to join us in our endeavour to host this momentous event. Their enthusiasm matched ours and we began our journey together with the support and assistance of our respective international offices.



Three of the organizers of the Kurt Hahn Leadership Conference Sarah, Cynthia and Sean. (Photo by John Hasell)

The Reconnections and New Directions conference was a gathering of like-minded individuals who are connected in their history and their educational ideals and share a desire to do more together and learn from each other. This happened in a smaller way, within our own planning committee, as we met regularly in person and by conference call and worked on putting the conference together. Along the way we shared ideas and thoughts about many other things pertaining to issues of fundraising, program innovations, and risk management,

and started to work together on projects separate from the conference. Outward Bound Canada is currently working with Pearson College to assist them in offering a high school credit through their summer leadership program. We are building our connections with the Duke of Edinburgh Awards so that now, our Integrated Semester Program students will have the opportunity to work on the Award while at Outward Bound. We are also expanding our association with Round Square Schools in Canada through our School Contract programs. My connection with the other 8 people on the committee will extend far beyond the conference. That, in my mind, is what the conference was all about.

This sentiment was echoed by many of the 100 or more delegates who left the conference feeling revitalized, reconnected to their educational ideals, and their eyes opened to the potential for collaboration. As one presenter put it, the conference was like the "flirting stage" in a relationship when individuals are getting to know one another. Now, the next step is to continue the connections. For this reason, a transitional committee has been struck to ensure follow-up on the commitments made at the conference. As well, this committee will assist the new conference planning committee in preparing for the next Reconnections conference to be held in two years time. As we move forward from this exciting first step we will keep people informed through updates on the four organizations' international websites and their newsletters, as well as updates at [www.kurthahn.org](http://www.kurthahn.org).



*"I believe that the challenge of Samaritan Service if properly presented, rarely fails to capture young people, body and soul, not only in the Western world."*

Kurt Hahn





## OUTWARD BOUND

*To help people discover and develop their potential to care for themselves, others and the world around them through challenging experiences in unfamiliar settings.*

In 1941, the first OUTWARD BOUND School was opened in Aberdovey, Wales, using sea training to develop character and grit for British seamen at risk in World War II. Outward Bound then expanded in the 1950's from the UK to Asia, Europe through Africa and into Australia. Growth continued in the 1960's with schools in the USA and Canada as well as Singapore and Malaysia.

Personal growth occurs through the teaching of technical and wilderness skills, the experience of increasingly difficult and challenging activities, the opportunity to reflect on accomplishments in solitude, and the examination of ways to incorporate all that has been learned into daily life. In short, Outward Bound is educational; it builds the character and values which Kurt Hahn called "the other, and more important, side of the report card."

[www.outward-bound.org](http://www.outward-bound.org)

## THE INTERNATIONAL AWARD

*Challenging Young People Everywhere*

THE DUKE OF EDINBURGH'S AWARD, known internationally as The International Award for Young People, was founded by Kurt Hahn and His Royal Highness Prince Philip, The Duke of Edinburgh, in Great Britain in 1956. Designed to help young people develop a sense of responsibility in themselves and their community by expanding their horizons, the Award has evolved into one of the most comprehensive individual development, self-training and personal achievement programmes in the world. To date over 5 million young people from -over 100 countries have been motivated to undertake a variety of voluntary and challenging activities.

The Award is flexible and can be done by anyone aged 14 - 25 in their own time; mental or physical ability or social circumstances should never be a barrier. Moreover, the individual chooses what activities to do depending on his or her interests and resources.

[www.intaward.org](http://www.intaward.org) 

## ROUND SQUARE

*I.D.E.A.L.S. (Internationalism, Democracy, Environment, Adventure, Leadership, Service)*

The ROUND SQUARE is a worldwide association of schools sharing unique and ambitious goals. Its origins come from the philosophy of Kurt Hahn who taught that schools should have a greater purpose beyond preparing students for college and university. He believed in educating young people for life in the fullest sense. The I.D.E.A.L.S. acronym represents six pillars around which Round Square schools function. The common goal is to develop every student into a whole person through academic, physical, cultural and spiritual experiences.

[www.roundsquare.org](http://www.roundsquare.org)

## UNITED WORLD COLLEGES

*International Understanding Through Education*

The UNITED WORLD COLLEGES originated in the 1950s and the first United World College, Atlantic College, opened in Wales in 1962. Through international education, experience and community service, United World Colleges enable young people to become responsible citizens, politically and environmentally aware, and committed to the ideals of peace and justice, understanding and cooperation, and the implementation of these ideals through action and personal example. [www.uwc.org](http://www.uwc.org)

## Outward Bound Staff Perspective

*By Matthew Ellis, Outward Bound UK (Ullswater)*

Jay Haig (Aberdovey), Steve Glue (Loch Eil), and I attended the inaugural Reconnections Conference at Pearson College; a United World College in a stunning location at the head of Padda Bay, just outside Victoria, at the Southern tip of Vancouver Island.

A whole host of esteemed speakers had been gathered to celebrate the ideas and philosophy of Kurt Hahn and his vision of educating the whole person through experiential learning, challenge, citizenship and service. Many of the speakers had at some time, or were currently, at the cutting edge of experiential learning and personal development in North America and around the world. The combined experience of people such as Joe Nold, Jim Raffan, Jocelyn Winthrop Young and Ian Wade made us feel very humble. The Duke of York committed two days to attending the conference demonstrating his commitment to the organiza

## The Parable of the Good Samaritan

On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?"

"What is written in the Law?" he replied. "How do you read it?"

He answered: " 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbor as yourself.'"


"You have answered correctly," Jesus replied. "Do this and you will live."

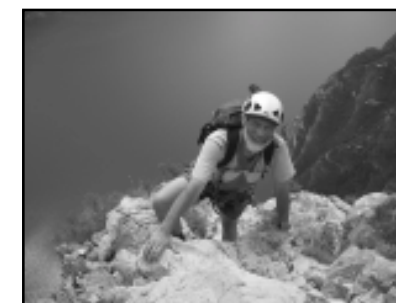
But he wanted to justify himself, so he asked Jesus, "And who is my neighbor?"

In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he fell into the hands of robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. So too, a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, took him to an inn and took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'

"Which of these three do you think was a neighbor to the man who fell into the hands of robbers?"

The expert in the law replied, "The one who had mercy on him."

Jesus told him, "Go and do likewise." 



## The Army Outward Bound School: Reflections from an Alumnus


*By Sir Christian Bonington CBE*

I have many good memories of my time as an instructor at the Army Outward Bound School from 1959 through to 1961. The school was at Towyn on the sea coast in Central Wales, just north of Aberdovey. It catered mainly to young soldiers and apprentices going into the technical arms. Its syllabus was closely modeled on that of the civilian Outward Bound Schools, with a three-week course culminating in a three-day final exercise over the hills of Central Wales.

I was a regular officer commissioned into the Royal Tank Regiment and was already a keen climber. The opportunity of instructing at the Army Outward Bound School was irresistible, even though the Colonel of my regiment warned me that it would not be good for my career. He was both right and wrong, for after finishing my tour of duty I realized I wanted to remain in closer touch with the climbing world and resigned my commission. This led to the life I have led ever since.

I was not the ideal instructor because I enjoyed climbing too much. In the climbing exercise I often indulged myself taking students up climbs that were perhaps beyond them. This was exciting because we always climbed in nailed boots. It was also a life pleasantly free of military formality. My fellow instructors were all sergeants and we were all on Christian name terms. We didn't wear uniform and in every way it was like a civilian Outward Bound School.

The most fulfilling part of the job was when one saw youngsters, who had perhaps been trouble makers back in their Junior Leaders Regiment, really blossoming in the mountain environment and finding their true potential.

*Chris Bonington has been climbing around the world since 1961. He has led a number of first ascents and expeditions around the world, including Mt. Everest. He was knighted by the Queen of England in 1996 and has a number of Honorary Degrees and Appointments. He has also produced a number of books and television programs. He currently serves as Chairman of the Risk Management Committees of the Outward Bound UK Trust and Outward Bound International.* 





## Kurt Hahn – Headmaster of Gordonstoun

By Ian Lawson, OBI Board Director

It was December 1951, high up on Dava Moor, some 20 miles from Gordonstoun. It was dark; it was snowing and in this dramatically desolate place, Hahn was sitting in a Rolls Royce taxi, deeply distressed that an exercise with the Bloodhound Rescue Team had gone wrong. One of the bloodhounds had escaped its handlers and vanished into the wilderness of the moor.

He was deeply concerned for the welfare of this hound. His call for help could not be refused even in these very unpromising circumstances. Satisfied he could do no more, and that he had delegated the responsibility to someone he trusted, the taxi drove off into the snowy darkness. Good fortune was with us and within a few hours we found the hound and all was well.

It was a good start on which to build a friendship, which I treasure to this day. It is not based on this one incident, but grew through the years and has remained as an inspiration through my lifetime.

In due course, Hahn returned to Germany. It was never a departure; his influence and his example were real, creative, and inspiring forces, which were felt in so many ways in the everyday life of the school. He himself frequently spent part of the summer in Moray while he pursued his many projects – The Duke of Edinburgh Award, Atlantic College, the International Baccalaureate, the Captain Scott at Loch Eil. There was constant activity as he entertained and conferred with the great and the good whom he needed to support these projects. Yet not too busy to have a nursery tea with our two-year-old daughter, where he made that same immediate rapport he invariably did with all those he met.

It was the force of these ideas that has made him such a powerful influence right up to this day; an influence which transcends man-made limits of time. It is thirty years since he died, but the inspiration is as strong as ever in so many different directions.

### Trust and Service

Fifty years ago at Gordonstoun that influence was immediate and evident at all times. His was an imposing presence; physically a large man, slightly stooped and visually enhanced by the large black hat he had to wear out of doors.

We had an airfield adjoining the Gordonstoun estate but without much of a security fence. Surplus aircraft were parked close to this periphery prior to scrapping. One day, the Commanding Officer visited Hahn to report that, sadly, it was suspected that pupils from the school were helping themselves to bits and pieces from these aircraft.



Ian Lawson

A whole school meeting was immediately called and the pupils told that if any of them had taken bits and pieces they were to go to their Houses and bring back to the meeting any such items. There was a measure of good-humoured skepticism from the officer that anyone would voluntarily surrender such objects, taken at some risk and being immediately identified as a culprit. Skepticism evaporated as the boys came back and the pile of returned “souvenirs” grew and grew to an enormous size. The Commanding Officer was very impressed to see trust working so well. He pleaded that no punishment be served on those who owned up – and telephoned the airfield to send a truck to remove the collection.

Hahn felt strongly that you could not impose ideas or values on young people; they might be persuaded, but the way to total support was to make them feel wanted. That is why there was never any shortage of volunteers for the Rescue Services – Fire, Coast Guard, and Mountain Rescue. It was in Rescue that he hoped they would find the moral equivalent of war.

### Communicating Ideals

Hahn communicated his ideals and expressed his leadership in many different ways: at those famous school meetings, sermons in the Chapel, Colour Bearer meetings where prefects were elected by the senior pupils, and always by his presence around the school. He consistently engaged in questioning and encouragement. His animated interest made everyone feel special.

Nowhere was his personal influence felt more strongly than at the end-of-term Flag Service, when the school flag was handed over to the Chaplain for safe-keeping. Discussion of the choice of lesson to be read was wide-ranging but inevitably always came back to Luke X, the parable of the Good Samaritan. Some 130 words long, yet in that parable he saw the three great Samaritan virtues – Compassion, Efficiency, and Thoroughness. They were the guidelines that give a sense of purpose and an ideal to strive for. Fifty years on, his words still resonate as powerfully as ever – a spiritual legacy – which continues to inspire and to encourage as powerfully as ever.

OBe

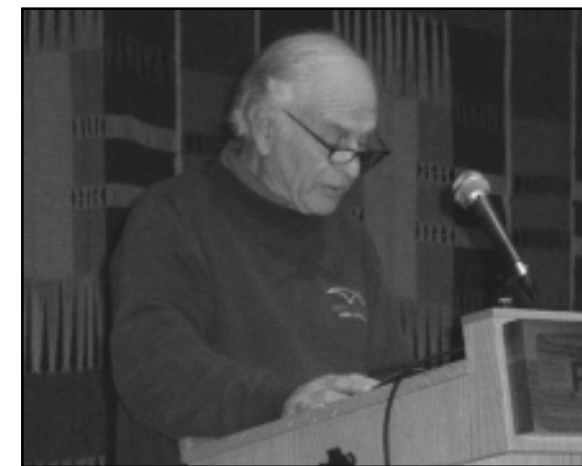
tions and gave an inspiring speech sharing some of his own experiences of Gordonstoun and adventurous journeys. Did you know that the Duke has done extended expeditions on the Thelon and Nahhane rivers?

There was a genuine feeling of sharing common aims and beliefs, and a real commitment to the value and benefits of adventurous journeys, both physical and metaphorical. I also have to admit that we were unable to resist the temptation to borrow some of the college's boats one afternoon and played 'hooky' to go sea-kayaking in Padda bay. The location is stunning and we saw sea otters, deer and bald eagles. This was made all the more memorable as Jim Raffan joined us, he is a bit of an international canoe legend. He told us tales of 'daring do' venturing solo into the barren lands of Canada and gave a balanced and first hand account of which bears were bigger, Polar Bears or Kodiak Island Grizzly's. Jim said, "Well Matt, I can tell you they're both big bears!" however, a Polar Bear's diet is essentially 90% meat, it can swim at nearly 8 knots indefinitely, and always bites the heads off its victims. So overall the cute white ones are the daddies!

From my own perspective the benefits of attending the conference were threefold. Firstly, it was particularly valuable to have the opportunity to spend an extended period of time with Jay and Steve. I was very impressed with both Jay and Steve's commitment and enthusiasm to their centers and to Outward Bound. Secondly, the conference provided an opportunity to meet with Outward Bound Staff from around the world and it was almost uncanny how they were wrestling with so many similar initiatives. Finally the opportunity to gain an insight into Round Square Schools, The Duke of Edinburgh's Award International Award for Young People and the United World Colleges provided an overriding sense of being part of a larger family of like-minded people.



Photo by John Hasell



Joe Nold Photo by John Hasell

## Remarks By Joe Nold at the Conference

These are troubled times. It occurs to me that all of Kurt Hahn's endeavors grew out of his response to troubled times. Salem was a response to the defeat of Germany in The Great War and the failure of democracy in its aftermath. Gordonstoun was a response to the growing Nazi threat, in the 1930's, as was the Moray Badge Scheme, the forerunner of the Duke of Edinburgh Award. Outward Bound was a response to German submarine warfare in the North Atlantic during WWII. The Atlantic College was a Cold War response to the post WWII spread of communism.

Outward Bound was established in the United States during a time of racial conflict, social unrest and international tension in the 1960's. At the same time Outward Bound expanded in the British Commonwealth countries as a process of nation building in former colonies. With the collapse of the Soviet Union, Outward Bound has been seen by former communist satellite countries as a vehicle for democratization and the development of free enterprise economies.

In the 1980's and 90's all our enterprises have seen dramatic expansion with the growth of instant communication, information exchange, expanded trade and travel and globalization.

Expeditionary Learning Outward Bound was developed in the 1990's as a response to the dramatic changes in society fueled by information technology and the growing awareness that knowledge is power, military and economic.

A question we now face is: How do we respond to the crises of today? The post 9/11 threat of terrorism, the drastic concept of pre-emptive war, the gap between the rich and the poor, the growing clash of civilizations?

OBe



## Australia

Outward Bound Australia is seeking qualified Outdoor Education Instructors to work with us on twelve-month contracts. The role will involve leading our expeditionary-based programs ranging from 5-26 days in a range of wilderness settings across Australia. Activities will involve bushwalking, abseiling, rock climbing, rafting, canoeing, ropes course, caving and initiatives. For more information on Outward Bound Australia, visit their website: [www.outwardbound.com.au](http://www.outwardbound.com.au).



## Bermuda

A summer volunteer from the US has produced a new website for OBB, find it out at [www.outwardboundbermuda.org](http://www.outwardboundbermuda.org). Hurricane Fabian also recently hit the school. It was quite a storm lasting for nearly 12 hours. Winds were clocked at 177mph and then the meter broke! Trees were downed on the OB site and some damage occurred to the ropes course. The storm put OBB out of action until the end of the year. Executive Director Mark Norman assisted in marine searches during the storm.



## Belgium

Outward Bound Belgium will begin a new program working with the Executive MBA program at INSEAD (international business school) this fall.



## Canada

Outward Bound Canada hosted two successful conferences this year, the Kurt Hahn Leadership Conference and the Outward Bound International Symposium. Look for details on the symposium at [www.outward-bound.org](http://www.outward-bound.org). Rudy Massimo moves on as Executive Director at the end of October to Lakeside, a Round Square School. They will benefit from Rudy's talents in his new position as Director of Advancement. Fortunately for Outward Bound International, Rudy intends to keep some involvement.



## Czech Republic

Long time Executive Director, Vladimir Svatos, has left Outward Bound Ceska Cesta to work as an educational consultant again. He will continue his association with Outward Bound but has been replaced by Jiri Uher. They have also moved to new offices in Prague.

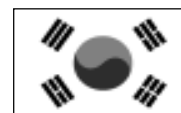


## Indonesia

OB Indo has been busy running programs for international students from schools in



The Jatiluhur base has been busy running corporate programs and a special program for priests and nuns. Bali is still sporadic, recovering from the decline in visitors after the bombing. A senior person is being sought to manage the center in Jatiluhur and also oversee operations in Bali. For more information contact the Chairman, Djoko Kusobumowidagdo, at [djoko@outwardboundindo.org](mailto:djoko@outwardboundindo.org).



## Korea

Some of Outward Bound Korea staff members spent their off-duty leisure time in May in serious mountaineering pursuits. OB Korea Field Staff, led by its Executive Director, Mr. Hankyu Yoo, and Everest summitter, have strong mountaineering backgrounds. Ms. Eunsun Oh, stood on the top of Mt McKinley. Mr Keumduk Jang successfully made the world's first ascent of Yangmolung (6095m) in China. And Mr Chulmok Yoo led the way to the top of Hungchi (6060m) in the Indian Himalaya. A group of OB Korea staff members is planning another exciting expedition project next year to the Cirque of the Unclimbables, the Northwest Territory, Canada. They will be pioneering the new route and name it the Outward Bound Route. If anyone interested in this project, contact Mr. Sung Hoon Oh, Program Director and Expedition leader, OB Korea at [holydiver@outwardbound.co.kr](mailto:holydiver@outwardbound.co.kr)



## Thailand

After a harrowing 6 months the school is very pleased to still be running – the triple impact of the Bali bombing, the war in Iraq and the SARs outbreak reduced bookings to a trickle. So many times we came very close to giving up – but we resisted the temptation to yield. It will be a long time before we get back to where we were before January but it is often through dealing with challenge and adversity that we learn and grow. We are now going forward with a new determination forged in adversity to face the challenges of bringing OB to Thailand.



## Romania

A Safety Review was completed in August of a course run for the Peace Corps. A full range of climbing, biking, canyoneering and Ropes Course activities were included. The rural youth leadership program continues to expand, aided by facilities built through the volunteer labor of staff at the Sovata base. Next year collaborative programs are planned with OB Germany. OB Romania is looking for an experienced full time staff person to work for 6-12 months and assist with staff training and program development. Please contact the Executive

Director, Adam Horvath-Kovacs at [office@outwardbound.ro](mailto:office@outwardbound.ro).



## Slovakia

This summer OB Slovakia and OB UK premiered a joint course within the Global Expeditions program. Within this 12-day course, young people from the UK traveled to the mountains of Slovakia, endured challenging expeditions into the wilderness, experienced wild-water rafting, and participated in a community project in the Crisis Center. More joint-courses are planned in the next season.



## USA

Outward Bound USA joined the Wilderness Risk Managers Committee and other outdoor leaders in sponsoring the Tenth Annual Wilderness Risk Management Conference held October 17-19, 2003 in State College, PA. In addition to co-sponsoring the event, a number of experts from Outward Bound will be making presentations at various workshops throughout the weekend. The WRMC educates wilderness practitioners on risk management and practical safety skills, shares field and administrative techniques and raises the overall standards in the wilderness adventure industry. The annual conference is sponsored by Outward Bound USA, NOLS, the Student Conservation Association, and the Wilderness Risk Managers Committee, a national consortium of outdoor schools, guide services, organizations and land managers, who are working toward better clarification, understanding and management of risks in the wilderness.



## Outward Bound West

Outward Bound West will hold its exciting and eclectic fundraiser, the Black Tie and Tennis Shoes Benefit Dinner, in several locations beginning in early October 2003. The dinners directly support the School's powerful educational activities and scholarship fund. The events were held on Oct. 4 in Seattle and Nov. 1 in San Francisco. Portland and Denver events will be held in Winter-Spring 2004.



## Zimbabwe

Despite the most difficult political conditions the school remains extremely busy. Telephone lines are chaotic and email bounces back. The best contact is through the Chairman, Noel Matusa, at [sunrise@africaonline.co.zw](mailto:sunrise@africaonline.co.zw).

## The Kurt Hahn Leadership Conference Lives On!

Here are some new additions to the [www.pearsoncollege.ca/reconnect](http://www.pearsoncollege.ca/reconnect) site:

1. A list of conference proceedings – including speaker notes and organizational commitments
2. A summary of conference accomplishments
3. Postings of the quotes offered by Stephen Eardley, which some have requested; and some of John Hasell's final thoughts
4. Links to Liz Cunningham's site (thanks, Liz and Charlie, for the great work in keeping things moving on your end!)
5. Outward Bound has updated their site with the results of the conference

And, information we'd like you to keep thinking about:

1. Those interested in leading the charge for Reconnections 2005 – please submit your names to Cynthia Mackenzie at Pearson College ([cmackenzie@pearsoncollege.ca](mailto:cmackenzie@pearsoncollege.ca)) or to Sarah Wiley at Outward Bound Canada ([sarahwiley@outwardbound.ca](mailto:sarahwiley@outwardbound.ca))
2. Location! For those who would like to nominate their school for a possible conference site in 2005, please keep us posted on the viability

## Outward Bound Global Facilitation Network announces: a new resource website for schools!

After two years of hard work and collecting resources the OBGFN has begun posting facilitation resources at [www.outward-bound.org](http://www.outward-bound.org) for staff around the world.

Many thanks to Outward Bound Japan for their generous funding of this effort. CD versions of the complete facilitation resources can be acquired through Cathy Bernatt at: [cbernatt@gol.com](mailto:cbernatt@gol.com). Additional resources are being sought to translate 13 schools' resources into English for the website. Please contact Cathy for more details.