Peterborough, Ontario, Canada.

The method of education that Hahn was advocating allowed the individual to have "discovered his strength and began to see some of his weaknesses". The average boy, when first confronted with these tests, will nearly always feel the failure, almost hopelessly out of reach. Others will see, and feel, that failure, and despairing of success, will start training to be "practised" - a very simple magic, the magic of the people, for you cannot help going through with a game of failure that lies "over against the world" - and will strive against the odds, until one day he is winning through in spite of some disability. There always is some disability; but, in the end he will triumph, turning defeat into victory, thus "conquering his own disability". Hahn believed that "the intention of the scheme is to give the students the opportunity to overcome their weakness. We have to show them that they can never master them. They need the chance to show that they can conquer them.

The concept of covering your weakness can be seen in the German Sports Badge which contained different sections, with students having to reach certain standards in all sections to get the award. Hahn stated that "if the student is to persevere", the concept of "imposing upon the student an exercise which he can only do with difficulty, but he also needs to be helped to overcome his weakness. The majority of boys will face one or two tests with the feeling that they can never master them. They need to show that they can overcome their failures.

Hahn felt that the young had an innate urge to test themselves. In the context of war themselves, education should contain "tough, extreme tests and a planner which will make the student war-like". In his words, this is to encourage students to "conquer without the futility of the conquered".

When talking about the activities around which Outward Bound schools are based, Hahn felt that "the sea and the hills are no means the only possible transmitters", and that "suitable conditions are possible provided companionship, mood matching; anything in chapters of再生 history; motivational; the handling of kit; briefing training; sea keeping; fire; steam - steam; camaraderie; humour"

In 1936, a similar scheme - but this time for girls - was being discussed. Hahn believed that "the expedition test is considered more important than any other, as it imposes the stress of some of the conditions of adversity". Hotel believed that Hahn might be described as "as a guide in teaching the 'purer' to overcome". They should have a "place of honour in the timetable of schools.

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It appears that the intention of these hostels was the holistic development of the individual, but this time through the activity of housekeeping.

Although Hahn is associated with outdoor activities, we believe it is an important and possibly overlooked point that he believed the concept of "covering your weakness" could be applied to many activities. Expeditions are one of the most important and possibly overlooked point that he believed the concept of "covering your weakness" could be applied to many activities. Expeditions are one of the most important and possibly overlooked point that he believed the concept of "covering your weakness" could be applied to many activities. Expeditions are one of the most important and possibly overlooked point that he believed the concept of "covering your weakness" could be applied to many activities. Expeditions are one of the most important and possibly overlooked point that he believed the concept of "covering your weakness" could be applied to many activities.
Chronology of Kurt Hahn’s Life
by Nick Vorone and Ally Allen

1886: Kurt Matthias Robert Martin Hahn is born to wealthy upper-middle-class Jewish parents on the 15th of June in Berlin.

1906: Hahn graduates from the Wilhelm Gymnasium in Berlin that is famed in the traditional curriculum.

1912: Together with two students from Abbotsholme School in England, Hahn goes on a walking holiday in the Dolomites. Here they discuss their educational experiences and at the end of the trip the two boys present Hahn with a copy of German educational reformist Hermann Lietz’s book Bildungsfeld. – the morning of this book and the meeting with the two students plays a significant part in Hahn’s future career and educational development.

1917: Hahn studies classical philosophy and philology at the Universities of Berlin, Heidelberg, Freiburg, Göttingen, and Oxford.

1920: Hahn publishes, at the age of 24, Frau Else’s Verheissung (Frau Else’s Promise), a book on an educational theme.

1922: Hahn works for the German Foreign Office (Zentralstelle für Auslandsdienst), interpreting and analysing the British Press and preparing reports on Britain’s political, economic and wartime activities, as well as the morale of her people. Later, he becomes the private secretary to Prince Max of Baden, the last Imperial Chancellor of Germany.

1925: Hahn founds and becomes Headmaster of Gordonstoun School, age of 47, is forced to flee Germany for England.

1927: Hitler is appointed Chancellor (January), Hahn is arrested and put in Prison (March 11) and later released (March 16). Hahn, at the time of the Potempa or Beuthen murder, and, as a result, Hahn sends a letter to all Salem alumni and asks them to break with Hitler or with Salem.

1930-1933: Hahn goes on a walking holiday in the Dolomites. Here they discuss their educational experiences and at the end of the trip the two boys present Hahn with a copy of German educational reformist Hermann Lietz’s book Bildungsfeld – the morning of this book and the meeting with the two students plays a significant part in Hahn’s future career and educational development.

1933: The Duke of Edinburgh is founded – made up of schools following Hahn’s educational philosophy.

1934: The Outward Bound Trust is founded under the chairmanship of Sir Lawrence Darvall. The school would involve “training through the sea, not for the sea” to build character when faced with obstacles.

1936: The School would involve “training through the sea, not for the sea” to build character when faced with obstacles.

1940: The Outward Bound Trust is founded under the chairmanship of Sir Lawrence Darvall. The school would involve “training through the sea, not for the sea” to build character when faced with obstacles.

1941: First ‘Outward Bound’ courses run in Aberdovey, Wales.

1942: Round Square is founded – made up of schools following Hahn’s educational philosophy.

1945: The Duke of Edinburgh’s Award Scheme starts (based on Hahn’s earlier Badge Scheme).


1962: The Outward Bound Trust is founded under the chairmanship of Sir Lawrence Darvall. The school would involve “training through the sea, not for the sea” to build character when faced with obstacles.

1966: Sir Lawrence Darvall - the first of the United Kingdom’s expeditions. The Duke of Edinburgh’s Award Scheme starts (based on Hahn’s earlier Badge Scheme).

1974: The following Schools are founded along the lines of Salem and Gordonstoun: Sir Lawrence Darvall - the first of the United Kingdom’s expeditions. The Duke of Edinburgh’s Award Scheme starts (based on Hahn’s earlier Badge Scheme).

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2014: The Outward Bound Trust is founded under the chairmanship of Sir Lawrence Darvall. The school would involve “training through the sea, not for the sea” to build character when faced with obstacles.

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Outward Bound: The Inward Odyssey
Prison RR87 The Duke of Edinburgh

Way for it at the rise of fascism and the aggression of that war that brought Kurt Hahn and Lawrence Holt to the table at Aberdovey in the summer of 1941, there might never have been an Outward Bound. Hahn’s passion for social justice—he intensely disliked social and political chaos, especially the virulent strain that was spreading Germany after World War I—and his fervent opinions about kindred inspired him to pursue a youth development opportunity that Holt had proposed in fund. Holt wanted a new school that would attract youth from a cross section of British industry, community, and education, including Hahn’s famed Gordonstoun School, and prepare them for leadership. The school would involve “training through the sea, not for the sea” to build character when faced with obstacles. It would also include marine training, athletics, and community service. Holt, the newly appointed senior partner in the famed Blue Funnel shipping line, gave Hahn just a couple of months to begin enrolling students.

Today, almost 60 years later, Outward Bound is still enrolling students, at the inspiring pace of nearly 250,000 each year. Reaching across a vast range of political and social economic circumstances, Outward Bound’s students come from far more than the 35 countries in which it now operates. As it is beginning, the organization works primarily with young people, but also with adults, educators, foundation and political leaders. As Hahn intended, Outward Bound strives to include a diverse mix of participants, including, through the generosity of its supporters, many whose economic situations would otherwise be an obstacle to enrollment.

While Outward Bound still hews strongly to Hahn’s belief in the value of “expediency” as a means to test resilience and develop confidence, Outward Bound has evolved to include experiences beyond those of its most famous venue, the rugged outdoors. One can now experience Outward Bound expeditions in a multiplicity of settings, from the classroom to the boardroom, from the dramatic landscapes of the Indian Himalaya to the gritty cityscapes of Glasgow. The activities are as diverse—any given year Outward Bound’s participants can be found sailing softball waterpolo in Japan, riding the Malamorun off the coasts of Malaysia and Singapore, helping in a Philadelphia soup kitchen, or riding camels on the desert sands of Oman. Its activities are limited only by the imagination of its staff.

On the surface many see Outward Bound as an outdoor organization, but at its core Outward Bound is about building character through experiences involving adventure or service that stimulate compassion. It is, as Hahn said, more about training through the sea than for the sea. As the late Yale University Chaplain, William Slone Coffin Jr., mentioned during his keynote to the 1988 Outward Bound International World Conference in Cooperstown, New York, “Outward Bound is at the service of no nation beyond Outward Bound... I think values are less than thought, and that’s why it was a great belief in Outward Bound...”

It was written some years ago that Hahn was “a citizen of global mankind.” Outward Bound has become a denizen of Hahn’s vision of empowering people worldwide to strive and not to yield.”

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Ian Wade, Executive Director, Outward Bound International

For the full history of the history of Outward Bound, see: www.outwardbound.net

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