FIRST LAW
Give the children opportunities for self-discovery.
Every boy and girl has grande passion, often hidden and unrealized to the end of life. The educator cannot hope and may not try to find it out by psychoanalytical methods. It can and will be revealed by the child coming into close touch with a number of different activities. When a child has come "into his own," you will often hear a shout of joy, or be thrilled by some other manifestation of primitive happiness.

SECOND LAW
Make the children meet with triumph and defeat.
It is possible to wait on a child's inclinations and gifts and to arrange carefully for an unbroken series of successes. You may make him happy in this way — I doubt it — but you certainly disqualify him for the battle of life. Salem believes you ought to discover the child's weakness as well as his strength. Allow him to engage in enterprises in which he is likely to fail, and do not hush up his failure. Teach him to overcome defeat.

THIRD LAW
Give the children the opportunity of self-effacement in the common cause.
Even the youngsters ought to undertake tasks which are of definite importance for the community. Tell them from the start: "You are a crew, not passengers. Let the responsible boys and girls shoulder duties big enough, when negligently performed, to wreck the State."

FOURTH LAW
Provide periods of silence.
Follow the great precedent of the Quakers. Unless the present-day generation acquires early habits of quiet and reflection, it will be speedily and prematurely used up by the nerve-exhausting and distracting civilization of today.

FIFTH LAW
Train the imagination.
You must call it into action, otherwise it becomes atrophied like a muscle not in use. The power to resist the pressing stimulus of the hour and the moment cannot be acquired in later life; it often depends on the ability to visualize what you plan and hope and fear for the future. Self-indulgence is in many cases due to lack of vision.

SIXTH LAW
Make games [i.e., competition] important but not predominant.
Athletics do not suffer by being put in their place. In fact you restore the dignity of the usurper by dethroning him.

SEVENTH LAW
Free the sons of the wealthy and powerful from the enervating sense of privilege.
Let them share the experiences of an enthralling school life with sons and daughters of those who have to struggle for their existence. No school can build up a tradition of self-discipline and vigorous but joyous endeavor unless at least 30 percent of the children come from homes where life is not only simple but even hard.

Kurt Hahn's application of these laws to Salem School, Gordonstoun School, community programs for building physical fitness and social spirit, the worldwide Outward Bound movement and Atlantic College was a prolific and far-flung history. For the Colorado Outward Bound School the upshot was that his methods, embodied in the program and reinforced, as he wished them to be, by a spirit of adventure and an ethic of service to others, became so familiar that not only Outward Bound but much of the experiential education movement in the 1970's claimed them as their own. Writing in 1941, Hahn listed the benefits that such an education offered the individual student: "He will have a trained heart and a trained nervous system which will stand him in good stead in fever, exposure and shock; he will have acquired spring and powers of acceleration; he will have built up stamina and know-how to tap his
OUTWARD BOUND AS A THERAPEUTIC MODEL

COMMITMENT TO CHANGE

CONTRACT FOR PERSONAL RESPONSIBILITY

OUTWARD BOUND MASTERY EXPERIENCES

SELF-EMPOWERMENT

COGNITIVE PROBLEM-SOLVING SKILLS

RESPONSIBLE LIFESTYLE
OUTWARD BOUND MASTERY EXPERIENCE

INDIVIDUAL IN OB ENVIRONMENT

SKILL INPUT

PROBLEM—SOLVING TASK

MASTERY

FAILURE

TRANSFER OF SELF—EMPOWERMENT AND PROBLEM—SOLVING SKILLS TO DAILY LIVING

GENERALIZING EXERCISES

INTERPRETATION OF EXPERIENCE

REPETITION OF MASTERY EXPERIENCE WITH NEW TASK

ADD MORE EFFORT AND / OR SKILL
THE OUTWARD BOUND PROCESS
INSTRUCTOR INTERVENES THROUGHOUT PROCESS AS A TRANSLATOR; INITIATOR; TRAINOR; MAINTAINOR; AUTHORITY FIGURE; EXEMPLAR;...

LEARNER is placed into

UNIQUE PHYSICAL ENVIRONMENT and into

UNIQUE SOCIAL ENVIRONMENT then given a

CHARACTERISTIC SET OF PROBLEM-SOLVING TASKS

Characteristic:
1. Prescriptive/organized
2. Incremental/Sequential/Progressive
3. Concrete/Recognizable
4. Manageable/Solvable
5. Consequential/Worthwhile
6. Holistic/Complementary utilization affective, cognitive & psychomotoric domains

STATE OF ADAPTIVE DISSONANCE to which he adapts by

MASTERY

Because he is:
1. Motivationally ready;
2. Alert in a novel environment;
3. Bolstered by a supportive primary group/instructor;
4. And presented problems which are structured to facilitate mastery.

REORGANIZES THE MEANING AND DIRECTION OF LEARNER'S EXPERIENCE

I. Meaning in terms of increased:
   a. Self-awareness
   b. Self-esteem
   c. Belongingness

II. Direction in terms of:
    Repeated "modeling" problem-solving behavior

He continues to be "outward bound" oriented to living and learning?