The First Twenty Years of the United World Colleges

by David Sutcliffe

A personal view from the portcullis of St. Donat's Castle

(This account is dedicated to Lola Hahn, whose faith in her brother-in-law's ideas is itself an inspiration)

All who come to St. Donat's Castle must retain a vivid memory of their first impressions. My own introduction was in the dark, on an April evening in 1960. After twenty years it has lost nothing of its impact. I was a measurably unimportant but immeasurably excited member of a small party—Admiral Desmond Hoare, his wife Naomi, their children Judy, Stephanie and Mark, his rather formidable father-in-law, the architect Adrian Gilbert Scott, and Dr Kurt Hahn. Over a very good supper we were treated by the castle agent, Mr Roedemer, to 'the last bottle from Randolph Hearst's cellar.' I wondered then and wonder still how many 'last bottles' had been offered to prospective purchasers.

After the meal we explored. A small hand torch enabled us to grope our way from one light switch to the next. At about midnight we found ourselves, unknowingly, on the small gallery overlooking the armoury and ballroom, later to be the library of Atlantic College. Large chandeliers suddenly lit the scene. It was a thrilling moment.

My second visit was chastening. In July, as members of the great new international project which was about to purchase, the castle, my fiancée, Elisabeth, and I felt entitled to treat ourselves to a bathe in the famous swimming pool. The loud and angry voice of the head gardener, Arthur Evans, from the top terrace, prompted hasty dressing and retreat. We sought help from the housekeeper, Mrs. Davis, with whom I had made friends in April. By way of response, and in uncharacteristic silence, she held out a recent local newspaper article, which stated that the sale had been completed with another client. We withdrew to Llantwit Major to telephone our office in London for guidance. They were as surprised and as worried as we were, but all was to be well - just.

'Like a sleek grey battleship, ready to slip her moorings for action,' was how our first bursar, John Pearson, described St. Donat's Castle. Whatever else, it is undeniably a part of its marine environment. Most of its stonework must have been carried up from the foreshore of the Bristol Channel. But it was not only the bold exterior, defiant over centuries of the Atlantic gales from the south-west, but also the variety and beauty of its sheltered aspects, which were to make the castle such a strong influence on the life and purpose of Atlantic College.

This fine, romantic castle was the subject of an anxious meeting in Brown's Hotel, London, on Thursday 13 October, 1960. The purchase price was £65,000. The original option to buy had expired in August but had been extended several times. However, unless the purchase could be completed the following Monday, the cause was lost. £45,000 had been promised, £15,000 anonymously. There was the remote possibility of a further £15,000 from an industrial sponsor, but no chance whatever of the money by Monday. Desmond Hoare made a formal offer of his naval gratuity of £3,000. Sir Lawrance Darvall made a similar offer, as did another serviceman present, Admiral Sir Michael Denny. (Judy Hoare had already offered her National Savings Certificates 'out of committee'!). Moved, two or three of the businessmen present left the room for private discussion and returned, ready to underwrite the difference. Later events, above all the generosity of M. Antonin Besse, a Frenchman and close friend of

Kurt Hahn, in donating the castle and grounds, made it happily unnecessary to call upon the service gratuities, but by thus narrow a margin, and by such an act of faith, did Atlantic College see the light of day.

Kurt Hahn had long been a man who travelled hopefully. Born in 1886 in Germany, of Jewish parents, his university studies were frequently interrupted by the after-effects of the sunstroke he had suffered just before leaving school.

Kurt Hahn looking atypically benign.

It was the need to escape the heat which took him to his later much beloved Morayshire in Scotland during the summer vacations at Oxford. Caught in England in 1914 by the outbreak of war, he contrived to return home - he was ever a patriot - and, unfit for military service, became English reader at the Central Bureau of the German Foreign Office. In 1917 he fell into disgrace on account of a report in which he called the impending declaration of intensified U-boat warfare a 'decision doomed to disaster.' He was later to be in close touch with the adherents of a peace by negotiation, and was sent on several journeys of diplomatic exploration to Holland and Switzerland. In October 1918 he witnessed the unsuccessful struggle by Prince Max, Germany's last imperial chancellor, against the armistice offer. He was an eloquent adviser to the German delegation at the Peace Conference of Versailles, and much of the unhappy history of Europe in the nineteen twenties and thirties was foreshadowed in the memoranda and advice which he urged on his leaders at that time.

His first school, Salem, was founded in 1920 and became quickly well known. 1927 saw the publication of the *Memoirs and Documents* of Prince Max, in the preparation of which Hahn had played a decisive part. They contain many of Hahn's own political letters, and it cannot be long before, as suggested by Professor Golo Mann, they are published separately, together with other hitherto private papers, and thereby give a fuller, more independent account of his remarkable contribution as a young man to internal political debate and decision-making within Germany during the First World War.

Initially hopeful, with many others, as the National Socialists appeared to offer a means of regaining German self-respect, and encouraged against early misgivings by his almost unassailable optimism over human nature, in which it was natural for him to include even Hitler, Hahn faced his own crisis publicly in 1932. Hitler had sent a telegram of congratulation to some Nazi thugs who, at a place called Potempa, had trampled a young communist to death in front of his mother. He sent a message to all former pupils of Salem: Break with Hitler or with Salem.

It was not surprising that, a few months later and following a public speech against the National Socialist Party two days before Hitler's nomination as chancellor, he should have been arrested. A young boy at one of Salem's junior schools wrote to Hitler: 'Dear Mr. Chancellor. If you carry on like this, National Socialism will not make much progress in this school.' More effectively, the British Prime Minister Ramsay Macdonald intervened. Hahn was released but had to leave shortly afterwards for England. Almost without a pause the work began which was to lead to the foundation of Gordonstoun, the Outward Bound Movement, the Duke of Edinburgh's Award Scheme, the unhappily short-lived Trevelyan Scholarships to Oxford and Cambridge, and finally Atlantic College.

It was Kurt Hahn's destiny that his long working life should span the worst-ever period in Anglo-German relationships and the full story of his behind-the-scenes contribution to those relationships has yet to be traced and told. The missionary zeal of his own life was reflected in the missionary zeal of his educational ideas; and it was natural that all his ventures should have the role of leadership and demonstration.

A lecture visit in 1956 (fateful year in international affairs) to the NATO Defence College in Paris saw the beginnings of Atlantic College. For here, the British commandant Air Marshal Sir Lawrance Darvall was inspired by Hahn's analysis of Western society and the state of the young; Hahn in turn was challenged by the success of this international military staff college in reconciling national differences, often between

former enemies, over a six-month period of work and study together 'in the common cause.' In general terms it was perhaps but a small step to envisage a similar enterprise of a non-military nature for the young of the Atlantic community. It was, however, original, imaginative and farsighted to conceive of two-year colleges with high academic standards, a scholarship entry from all the Atlantic community countries and further a field, a common school leaving and university entry examination, and a strong commitment to active community service; and it was Lawrance Darvall's great contribution over the next six years, during which he laboured so loyally, and with such firm confidence in the eventual outcome, that makes him an irreplaceable figure in our story.

It was clear almost from the outset that the College was to suffer from its apparent connection with NATO. Public misunderstanding was excusable - we had Air Marshal Darvall, Rear-Admiral Hoare, Captain Pearson the bursar, and Major-General Hare, the first secretary to the board. These gentlemen and their titles made a special impression on Alec Peterson's youngest daughter, who was very proud of having tagged along on one important occasion with 'a captain, an admiral, a general and an air marvel.'

Both Kurt Hahn and Lawrance Darvall saw the college as a demonstration of the values of the Atlantic community and therefore as a challenge to other political systems. It has to be remembered that the sense of threat from the cold war was very serious, and that the need for a cultural and human effort to

Air Marshall Sir Lawrance Darvall, one of the three founders of the college. He was the Commandant of the NATO Defence College in Paris when Kurt Hahn lectured there in the mid-19 50's. His support for Kurt Hahn never wavered, but he was unhappy about the introduction of coeducation and exerted little influence on the college once it had opened. He remains nonetheless an essential figure in the AC story.

complement the military alliance was urgent, but the lady who wrote to the press before the College opened was to be right in the long run:

"Dr Kurt Hahn's admirable schemes for a chain of idealistic boarding schools . . . will not attract the world-wide support they deserve if they are linked in any way with the cold war campaign . . . calling the schools 'Atlantic Colleges' will needlessly associate them with the NATO idea. His ultimate aim to attract as students boys from the uncommitted nations, and then from Russia and Eastern Europe, is wholly admirable, and, I suggest, is more likely to be achieved if he contrives to place himself outside the world struggle and to appeal to character-builders the world over, irrespective of race, colour or creed, or political persuasion."

In its opening years the Atlantic College had to prove several things:

- ∉ that it was not simply an 'international Gordonstoun'
- ∉ that it was not an Outward Bound School
- ∉ that it believed in and practised high academic standards whilst being concerned first and foremost with human attitudes
- ∉ that it was a loyal expression of Kurt Hahn's ideas but not a slavish one,
- ∉ and that it was open to many other influences as well.

Failure on any one of these points alone would in my judgement have been fatal. The man who won through on them all was a senior naval officer with a son at Gordonstoun, who believed that the Outward Bound Movement was Hahn's greatest achievement. His educational experience, which was extensive, was with naval ratings aged 16-19 and with young and tough people of the same age from the youth club world of Notting Hill Gate in London. A critical observer of the British educational scene, he was free of the preconceptions which any professional schoolmaster must acquire, and he recognised in the Hahn-Darvall concept a venture of genuine novelty and relevance. It was Desmond Hoare who, as founder headmaster, brought the concept into being.

Desmond Hoare had an important early disagreement with Kurt Hahn over the choice of site. Hahn wanted Scotland and had found a castle. Darvall supported Hahn. Desmond Hoare refused. He wanted to be within reach of London for the sake of visitors, close to a university, close to industry, and with real opportunities for active rescue service.

After the purchase of the castle and estate in October 1960, John Pearson, a naval friend of Desmond Hoare's and the future bursar, went down to St. Donat's 'temporarily as our representative for three months.' He spent the first winter there alone. Randolph Hearst had installed thirty-two marble bathrooms. John Pearson filled in the 1961 population census return and had to answer the question: Do you share a tap?

On one of his visits Lawrance Darvall had instructed the stone-masons to remove a bare-bosomed lady in stone (a valuable roundel from a set whose fellows adorn Hampton Court Palace) on the grounds that she would be bad for the morals of the young men and would lend herself to decoration; and Desmond Hoare had her put back in the belief that a sixth form college should be able to take such things in its stride. Both were right. When I left Atlantic College in 1982 the lady had indeed been decorated by three first-year students of the 1981-83 generation, but as no one else made any remarks to me about this, I did not see why I should not maintain my own discretion.

In the spring of 1961, Robert Blackburn, a historian from Merchant Taylors School, was appointed director of studies against strong competition. On 1 January 1962 Desmond Hoare courageously took early retirement from the Royal Navy, and on 9 January the College sponsoring committee under Lord Fleck, chairman of I.C.I., gave the formal instruction to open the College in September. This left the rather meaningful period of nine months to bring the enterprise to life. Desmond Hoare and Robert Blackburn between them managed to achieve this. By April there was a teaching staff of eleven, selected from some four hundred applicants. By the end of August we, the teachers, had assembled, and on 19 September we opened. The interior of the castle had been renewed and adapted to provide dormitories, classrooms, the first school language laboratory in

Atlantic Colleges Language Laboratory – the first language laboraty in a Bristish School

Britain, a staff common room, offices, living quarters and an infirmary; the Hearst swimming pool had been adapted to school use and given a new heating and filtration plant, and laboratories for the sciences had been set up in an old pre-war wooden hut.

Even more importantly, thanks to much persuasive presentation of the Atlantic College case to British local authorities, ministries of education in Europe and Scandinavia in particular, and extensive correspondence, Desmond Hoare and Robert Blackburn had assembled the following enrolment of students:

Brazil	1
Germany	7
Scotland	9
Greece	1
Sweden	2
Canada	3
Denmark	2
England	15
N. Ireland	1
USA	8
France	3
Norway	1
Wales	7
Holland	1
Switzerland	1

More than half of these were on scholarships.

If the period 1956-62 was the preface in the Atlantic College story, the period of Desmond Hoare's headship from 1962-69 forms the natural first chapter. My personal memories are ones of intense enjoyment based, I have no doubt, on complete involvement. In this I was of course helped by my own earlier participation, my acquaintance since 1956 with Kurt Hahn himself and other founding figures, and my consequent understanding of the long term aim, but I have little doubt that the same was true of colleagues. The general picture was one of strong-minded and enthusiastic personalities given the freedom to develop their departments and exercise their responsibilities in their own way, with differences of opinion always quick to surface but equally quick to be talked through; and of tiredness rarely taking a hold against the excitement and pace of general development. By 1969 we had a school of 270 students, a campus with enviable if not yet completed facilities, an outstanding record of university entry success, a co-ordinated coast rescue service which had performed some fifty life-saving operations, and an embryonic international organisation of national committees which was finding some one hundred scholarships each year for new students. Of course we also had an overdraft, but that story comes later.

All members of the College during that period will treasure their own memories. My own include the reception given in the village hall for the newly arrived teaching staff by the entire community of St. Donat's; our

disappointment that a particular French chef could not be appointed because he wanted a higher salary than that of the headmaster; the Dutch boy who came in from an expedition with 'bubbles' on his feet; the boy recently arrived from Malawi who found himself in a snowstorm in the Brecon Beacons and locked himself up in a telephone box (he was later to be a wonderful carpenter); the ten-day camp on Lundy Island with a party of twelve College students and twelve boys from a local approved school and our lobster suppers; the time when our rescue services were giving a life-saving demonstration and were called away to the real thing, leaving the practice victim at the foot of the cliffs, to be rescued later from an unplanned watery death; the argument between two of our cliff rescue staff as to which should go down the cliff to the assistance of a pregnant woman being won by the married one, and the other getting married a few months later 'to improve his rescue service qualifications'; the first time a student hand-rolled his canoe (not more than half-a-dozen people in Britain could perform this feat at the time, and the entire school gathered round to watch); the first examination results; the first serious rescues and the first recovery of a body; the night when most of the College worked in shifts at the scene of the Aberfan tip disaster, one German student uncovering two bodies and all returning deeply shocked and moved; the visit of one of our earliest supporters, H.R.H. The Duke of Edinburgh, in November 1963, when he launched an extraordinary four-man wave-riding canoe designed by Desmond Hoare which was intended to give a practical demonstration of perpetual motion on the crests of the enormous deep-water waves of the Bristol Channel (it failed); and of the Queen's visit in June 1965 which all the press took (wrongly) to be the visit of a mother looking at schools for her eldest son. It was a time of excitement and glamour, but the real achievements of that period require more detailed comment.

The Academic Build-up

An early prospectus was quite specific:

A man today who goes abroad to work, and who takes his family with him, cannot educate his children in another national system and yet give them a fair chance of entry to the universities of their own country. Inadequate knowledge of foreign languages is one difficulty. University admission procedures are a still greater problem. It is inconceivable that such barriers will exist at the turn of the century. Nevertheless, we have yet to remove them. Change by political means is uncertain and slow. The force of example is needed ... on a scale and of an academic stature to carry conviction. The Atlantic College project is aimed at setting this example . . . The rational long-term goal . . . must be a genuinely international matriculation examination.

The expert who described the College plans publicly in 1962 as 'educational poppycock' was convinced above all other things that it would not be possible to bring seventeen and eighteen-year-olds from so many different countries, systems and languages, up to a common standard within two academic years which would enable them to compete successfully for university places. The most potent factor that he overlooked was the motivation of the students themselves—and this has proved true of every successive generation. All have made a conscious decision to apply for a scholarship place; all have been ready to leave home, examination system, and often language, for the sake of the international ideal. Little wonder that all are so determined to make the best of themselves! In practice a far greater problem was to make acceptable to non-British students and non-British universities the unique narrowness and specialization of the English and Welsh A-level system, which was the only option available to us at that time. Early work on a possible curriculum was undertaken at Kurt Harm's request by Dr Eugen Loffler, a former president of the foreign committee of the permanent conference of German ministers of education, but his proposals, closely founded on contemporary European practice, with little if any freedom of choice for individual students, would have required a school of some five hundred pupils and a complex structure. The significant figure was to be Alec Peterson, then director of the department of education at Oxford University. His eloquent 1960 report to the Gulbenkian Foundation, *Arts and Science Sides in the Sixth Form,* had, it was clear, fallen on deaf ears, although to the best of my knowledge its findings were not seriously disputed in the educational press. Aided by Sir John Cockcroft of Cambridge University on the science side, Alec Peterson recommended a programme based on the British advanced levels but sufficiently broadened to meet the ideals of the College and to reassure the Europeans. The result was a stopgap, since the College

subsidiary courses could not lead to any recognized qualification, but there were two important consequences. First, the College marked up a number of notable successes in negotiating bi-lateral agreements with foreign ministries of education, thereby enabling students from many countries to qualify for university entry at home. Secondly, the scene was set for the development of the International Baccalaureate.

It was natural for Atlantic College teachers to ally themselves quickly with colleagues of the International School of Geneva, to whom must be given the credit for the first pioneering work. In 1962, they had stimulated the International Schools Association (ISA) into holding a conference on History in International Schools. In 1963, the UNESCO General Conference passed a resolution inviting the ISA to investigate standards and curricula in international schools. In 1964 the International Schools Examinations Syndicate was established in Geneva to pursue these matters at the secondary level, the primary schools curricula being left to the ISA. In 1966 Alec Peterson took a year's sabbatical leave from Oxford to become the first director of the newly named International Baccalaureate Office. A major conference in Paris in 1967, with delegates from eleven countries, observers from UNESCO and the Council of Europe, and the directors of three important national examining boards (the French Baccalaureate, the London University GCE and the Advanced Placement Programme of the American College Entrance Examination Board), gave the whole project credibility and confidence. Trial examinations were prepared and written. For a while Atlantic College attempted a promising comparability study by requiring all its students to write the A-levels, the American scholastic aptitude and achievement tests, and the trial IB papers. Colleagues were frequently absent at 'important study meetings in Geneva.' We had the feeling, not unjustified I am sure, of being in the forefront of something really important, and our aim of using our College as a field laboratory for experimental work in international education was being achieved. The students, who were being asked to carry the burden of our enthusiasm, did not complain—indeed, they seemed to share our sense of excitement, albeit with less rhetoric!

The finally agreed framework of the IB suited us well: three courses at higher level and three at subsidiary level, the six to be chosen from the following groups—mother tongue, first foreign language, study of man, experimental sciences, mathematics, and finally art or music (or, if necessary for university faculty requirements, another language or science or more mathematics).

All had to follow a compulsory but initially unexamined course in the theory of knowledge, and all had to give evidence of an involvement in aesthetic pursuits or community service. The overall pattern was close to Lóffler's concept but with the key advantage of flexibility and a degree of specialisation within an overall framework.

Alec Peterson, comparing in his Gulbenkian report the British, the European and the North American systems, had asked:

"May it not be that we are all feeling for the same thing and that France and Germany by reducing the number of subjects, England by increasing it and America by rationalizing it, may arrive at very similar conclusions?"

At a time of great flux in educational thought world wide, the IB provided a widely acceptable synthesis and, above all, a practical way forward. Problems of administration remained, but by 1969 the Atlantic College was almost ready to change examination systems, and the deed was done with the 1971 entry of students.

This account of our academic affairs would be seriously incomplete without mention of the remarkable achievements of Lord Robin Hankey and Sir Eric Berthoud in negotiating scholarship and equivalence agreements for us with ministries of education and other authorities and individuals overseas. Their qualities of patience and determination were impressive, and quite essential to the success of our educational task at St. Donat's. Sir Eric was able to continue his work right into the nineteen-eighties. It is inconceivable to me that, without him, we would have had so steady and worthwhile an entry of students from the socialist countries of Eastern Europe. If the test of a good ambassador is how much he can achieve after retirement on the basis of personal contacts made whilst in office, R.B.A.H. and E.A.B. must indeed rank highly.

Desmond Hoare on the left of the picture. Angus matthews, son of Jack Matthews, Founding Director of Pearson College, next to him, leaning on the bow.

The Community Services

Desmond Hoare had caused some bewildered amusement among naval ratings in Plymouth when he appeared on a local beach in the late nineteen-fifties wearing an early neoprene rubber suit with the word 'Tarzan' across it in bright yellow letters; and St. Donat's Castle employees had many questions on their minds as they observed the future headmaster floating on his back in the Bristol Channel whilst wearing the same suit and smoking his pipe as he tested the strength of the local currents.

The highly competent local Barry Yacht Club and other experts warned Desmond Hoare that sea activities off the St. Donat's dangerous foreshore would not be possible. He felt confident enough to disregard their advice. The essential innovations he brought in were the use of neoprene wet suits for all sea-going students, and fast inflatable rescue boats. Memories of the early years are inseparable from sheets of neoprene rubber, glue, talcum powder to ease the suits on and off, and the scraping of rubber fabric for the boats.

Naomi Hoare bore the brunt. Every sea-going student was issued with parts for an individually tailored suit, all prepared by her. In this way, the College led the country in the design of jacket and trouser and, a little later, one-piece neoprene suits. It initiated winter dinghy sailing. When the Norwegian students presented a cup for winter racing, their imperfect English coined the phrase 'frost biting,' which spread rapidly through the yachting world. The case was really made one winter Sunday at Barry, when College crews spent the day sailing and capsizing, pausing only for lunch. The rugged locals could not manage more than an hour of this 'frost biting' in their traditional woollens and oilskins. Skinsuit-making courses were offered at the College, and lifeboat crews began to ask to be equipped. The producer of the James Bond film *Thunderbolt* even asked Naomi Hoare to fit out Sean Connery and the cast, but the students had priority!

Six months ahead of the Royal National Lifeboat Institution, the College began to use light inflatable rubber boats as rescue craft. The wooden sectional floors—and other parts—were very quickly damaged. The constant need of repair stimulated Desmond Hoare, who had been a design engineer in the navy, into his development of the rigid-hulled inflatable which led to the introduction into RNLI service of the Atlantic class lifeboat, named after the College. The step-by-step design from early *Bacchus* to the final prototype *X.21* which, with minor modifications, became the RNLI craft, is a story on its own. The College students were involved at every stage—as builders, drivers, critics, repairers, and enthusiasts. It is hard to conceive of a more exciting and worthwhile technological project for a school. That the results of the design and constructional work were tested by the rigorous natural conditions of the Bristol Channel, and were at the same time directly involved in the saving of life, could only enhance the challenge and the reality.

One craft in this story must be mentioned individually—*Psychedelic Surfer.* In mid-June 1969, Desmond Hoare took a telephone call from a young man who wanted to enter the Round Britain Power Boat Race. A firm had let him down. Could the College lend him a boat? The RNLI had not yet accepted the concept of the rigid-hulled inflatable. Desmond Hoare saw his chance and said he would build one for £700. He designed it that night. Two Dutch students and the College carpenter began work the following morning. There were special requirements in equipment not yet encountered by the College, but three weeks later to the day *Psychedelic Surfer* was afloat. Of fifty-two starters in this tough race,

Psychedelic Surfer was the smallest, the cheapest, the most quickly built—and nineteenth to finish! RNLI crews right round Britain had seen her for themselves, and the case was made.

In addition to designing a number of smaller 'mini-boats' for rescue off beaches, Desmond Hoare also designed the *Lundy Puffer,* a thirty-three-foot craft on the same principle, to transport College students the forty-eight miles between St. Donat's and Lundy in the mouth of the Bristol Channel. Constrained in her width by the dimensions of the College slipway, she was not a successful design and was later capsized and lost on her mooring at Lundy in a vicious northerly gale.

Canoeing and surf life saving formed the second branch of the College's rescue service. In 1962 glass-fibre canoes had only just been introduced, and designs had not yet taken advantage of the new material. Canoeing techniques in the country at large, particularly in sea canoeing and surfing, were poorly developed. Thus the College was able for three or four years to play a leading part in relearning the old hand-rolling and surfing techniques of the Greenland Eskimos. The sea proficiency test of the British Canoe Union was first drawn up at the College; the College canoe lifeguards were able to give numerous demonstrations of the value of a canoe in expert hands as a rescue vehicle just in and beyond the surf line; and when the British Canoe Union held its first canoe surfing championships, the College took five of the first six places.

From the outset the College trained members of its third service, the beach rescue unit, in the techniques and for the awards of the Amateur Swimming Association, the Royal Life Saving Society and the Surf Life-Saving Association, anxious always to do whatever it could to harmonize the procedures and purposes of these three national organisations. Twice, in 1968 and 1970, the College team won the SLSA national championships, the first and only school or college ever to do so, and were well in line for a high place in 1969, when the last-minute introduction of a visiting team from South Africa led the team by open vote to withdraw on the morning of the final day—a decision of conscience which was controversial and little understood on the beach itself, but which earned the team a standing ovation the next morning from the assembled student body of the College.

First aid being given to the mock casualty in the filming of *A Place in the World* after falling rocks turned a mock casualty into a real one. We were very lucky!

Almost every year the cliffs as well as the waters of the Bristol Channel claim victims. Early experiments with a flexible crane, designed by the head of biology, Peter Jolley, enabled a cliff rescue team to handle casualties safely up and down the cliff face. Within a short time the team was registered as an auxiliary unit of Her Majesty's Coastguard, and had performed its first rescue.

None of these adventurous activities could take place without safety standards which were refined year by year in the light of experience. The keynotes were the quality of training and the standard of equipment, and many an initially timorous young man was encouraged, by carefully graduated training, to acquire skills and self-confidence far beyond anything he (or his parents) thought were within his reach. All students in the College were trained in swimming, life saving and first aid. All training was conducted to a professional level in accordance with standards laid down by the appropriate national authority.

If the College was unusual in providing rescue teams each year from August onwards who the previous September had been complete novices (and who therefore had to complete their training in the winter months), it was unique in offering a co-ordinated response to emergencies with teams trained in cliff work, beach and surf rescue, and fast inshore life-boats. Just as the College's academic development was consciously aimed at the emergence of an international matriculation certificate from which many others could also benefit, so too the rescue service concept was to have wider implications.

Summer courses were offered in all the coast rescue techniques. A conference at the College in 1964 made recommendations to the Glamorgan County Council and urban and rural district councils. Increasing press publicity helped to focus attention on the 'drowning season' on British beaches. The College's extra-mural department under the director of activities, Charles Thomson, set about founding surf life-saving clubs round Wales. Hundreds of young people joined in. Between April and September of 1967, for example, 1,326 young people received life-saving training at the College, but still the demand could not be met. So Charles Thomson moved to establish the National Rescue Training Centre at Aberavon near Port Talbot.

Understandably—and increasingly as numbers grew—college students felt the need for an avenue of service to the local community which did not depend on drama and emergency. John Grant Wood, our first geographer, initiated social service in the first year and his initiatives were later much developed and formalized by Stuart Nichols and other colleagues. Few things can, I am convinced, have done more for the College in the neighbourhood than the daily programme of visiting the elderly and lonely, the physically and mentally handicapped, and the socially disadvantaged. This is not work which can enjoy the excitement and publicity of the rescue services, but members of the social service know that it too has its own special moments of drama and crisis combined with a daily sense of achievement and reward.

The Social and Disciplinary Framework

Asked to define, Atlantic College, Desmond Hoare, drawing the analogy of course from his own naval experience, often described it as a 'staff college for teenagers'—a short course drawing selected people together for a new and intensive experience to broaden their horizons, and returning them to their old circumstances with fresh perceptions and enriched attitudes. Neither Kurt Hahn nor Lawrance Darvall could have foreseen the emergence and growth of sixth form colleges in Britain in the nineteen-sixties, but R. Wearing King, chief education officer for Croydon from 1954-63, had pressed the sixth form concept on his education committee at about the time when Hahn and Darvall first met, but without success. He was very forthright in his views in an article in the *Times Educational Supplement* published after his retirement:

"In the English educational pattern, round about sixteen is the point of change and decision ... a successful transition to a new environment is a stimulating experience for a spirited and growing personality ... If you cannot perceive that the youth of seventeen is nearer to the young man who is four years his elder than he is to the child who is four years his junior; that at bottom he no longer wants to be in the environment where he spent his twelfth birthday, and that this is a part of his search for adult dignity; that the watershed comes at about sixteen, some little time after puberty; then I can only classify you among the great majority of adults . . . who just do not understand young people."

A different contemporary view of sixth form colleges was that they would be no more than 'transit camps.'

The Atlantic College was a sixth form college because it wished to influence young people from many countries at the impressionable and idealistic age of sixteen to nineteen, and at a time when they were not yet under the pressures of specialized university education or preparation for a career. But it was clear that we had much to gain too from Wearing King's view of adolescent development.

Dinnertime in the Great Hall, 1962-64, Stephanie Hoare, first female student, can be seen on the second table on the left.

Our approach was to avoid student hierarchies and prefectorial systems at all costs, to accept and encourage female companionship, and in general terms to adopt an 'adult' view within prescribed limits towards such matters as smoking, alcohol and weekend visits away from College. Nonetheless, the College was by later standards a very formal place in its early years, with a uniform for all and a routine throughout the working week which left little room for flexibility. But the responsibilities were serious ones, whether in the services, the activities generally, the numerous clubs and societies or the students council. I found it refreshing, and more reflective of real life, that authority was tied to specific responsibilities (unlike traditional

prefects, who are in authority wherever they go in the school), and the expertise of the second-year students in the services and activities offered many opportunities for leadership in the instruction of the first-year students. Of course the excitement of the early years created its own momentum in student morale, which was greatly strengthened by the College's invariable policy of allowing, indeed encouraging, all its many visitors to talk alone and with complete frankness to groups of students. Nonetheless, it was natural for pressures for change from the students to stiffen as we approached the end of the sixties, but there then occurred an event of the first importance.

In June 1965 the headmaster gave an interview to a journalist. He was asked the increasingly common question as to how, with all its ideals, the College could continue to exclude one half of humanity. He replied that, if someone would give him £40,000, he would commission a girls' dormitory the next day. Unsurprisingly, members of the governing body, which had not been consulted on this rather important policy matter, called for an emergency meeting. On Thursday of the same week a cheque for £40,000 arrived from an American couple living on Lake Como who were hitherto unknown to us, Mr. and Mrs. P.H. Maresi. The next few weeks were exciting! The College, staff and students, was crystal clear in its view. The anxiety of the governing body was understandable, but it became increasingly clear that the threshold must be crossed. I still find the points made by Desmond Hoare in his paper to the governors both significant and convincing:

To many of our foreign students and parents our failure to mix the sexes is regarded as unnatural in the fullest sense of the word . . . The philosophy of the Atlantic College is just as applicable to girls as it is to boys, and few parents would question that the mothers of future generations are as important as the fathers in the creation of human attitudes ... In almost every aspect other than team games, the Atlantic College is at present a half school . . .

This paper is brief, but there is really nothing more to say on a decision which only in Britain could be regarded as very significant.

Re-reading the many papers of the time I am specially struck by the statement of Sir James Whitaker, a long-standing and personally most generous member of the board, later, in 1982, to become chairman:

I agree with the Headmaster that the Atlantic College would benefit from the presence of girls and hope that, in spite of the many difficulties involved, this will come about. I feel more strongly on this subject now than I did a year ago, and am now most anxious that my own children should be educated in co-end. schools. The modern child's personality is developing in a very different atmosphere to that of myself or my elders. To us was handed a somewhat rigid although sensible set of values which was accepted without challenge. The new generation, which incidentally grows up much faster and becomes responsible sooner, is in process of re-assessing all the old values, and this is both complicated and sometimes painful for all concerned, but it is marked by a real search for the truth and an intellectual integrity.

It cannot be disputed that as the problems which will face these young people become larger, and their responsibilities correspondingly greater, it is all the more important that they should achieve emotional maturity and a reasonable knowledge of and confidence in the opposite sex. This end is not served by a segregation lasting five months at a time.

I am afraid I cannot agree with the view that the presence of the opposite sex is necessarily a distraction. From my own observation of human nature I feel it more often provokes a desire to excel and win admiration, and thus both the academic side and the activities would gain.

In the event, the £40,000 donated by Mr. and Mrs. Maresi was spent on other needs against the promise that girls would be admitted as soon as practicable. The legend surrounding the arrangements for the first girls deserves to be preserved since it corresponds more closely in spirit to the truth of the situation than sober and isolated facts.

The headmaster obtained the agreement of the chairman of governors to the experimental entry in September 1967 of a small number of day girls. It transpired late in the day that some of these girls could not get home each night—for example to Norway or Malaysia! The Old Vicarage just outside the College gates was found able to take six girls. This was thought a highly suitable and safe address. That no vicar had lived there for forty-five years was not mentioned. In the event the girls found themselves in the warmhearted

but, on necessary occasions, appropriately stern hands of Mrs. Xanty Thomas and her husband Percy, and the whole relationship was a great success. The following September, 1968, fifteen more girls were entered, this time directly onto the College campus, and it is only fair to add that there were no warmer or more convinced supporters of co-education after the event than the governors themselves.

Seven of the first nine girls to attend Atlantic College.

My own view, looking back, is that co-education was the one important area of College life for which we were not, despite the thoroughness of the earlier discussions, properly prepared - not with respect to academic courses, activities, or facilities - but rather with respect to attitudes and a coherent philosophy. However, as I was about to assume the headmaster's duties myself, this may be no more than a comment on my own shortcomings.

Fund Raising

It is not possible to recreate in retrospect the sense of strain which marked the struggle for survival in the early years. The real burden was carried by a small number of people. Few of us, for example, knew anything of the handwritten financial summary addressed to the headmaster on 5th November 1963 by the bursar, which concluded: 'There is very little breathing space left', nor of the occasion early in 1964 when John Pearson came to the headmaster's study to say: 'We cannot issue the salary chits at the end of the month.'

Until September 1962 the donations had been made for an international demonstration of Kurt Hahn's concept of education by people who believed in his analysis of the 'state of the young in the Western World.' The support in Britain came from admirers of his previous enterprises, notably from the then independent steel industry, led by Sir Walter Benton Jones of Sheffield.

From 1962 onwards almost no money was donated without a prior visit to St. Donat's. This was entirely understandable, but the burden it placed on the College was immense.

The needs fell into three distinct categories:
a. capital for the purchase, renovation and alteration of the castle, and the provision of teaching, living and other facilities;
b. scholarships;
c. the need to cover the annual deficit, which was inescapable as long as student numbers were low and the scholarship costs had to be held down to an uneconomical figure.

It was vital to raise capital fast enough to enable the College to grow rapidly to the point where it could break even; and it was no less important to prevent the annual deficits from leading to bankruptcy.

Towards the close of 1962 John Marsh of the British Institute of Management had introduced Sir George Schuster, who had been one of Britain's most distinguished civil servants, to Kurt Hahn. He did this in response to Sir George's request for a worthwhile cause to which he might devote 'his declining years'—a defiant phrase as he was then eighty-one years of age! Still somewhat preoccupied with completing the financial rescue of Voluntary Service Overseas (VSO), Sir George did not accept a full measure of responsibility for Atlantic College until the month in 1964 'when the salary chits could not be paid', which was due to the formal notice given by the bankers that they could not continue their overdraft facilities. With his immense experience and prestige from having managed the financial affairs successively of the Sudan and India, Sir George sought immediate support from a wide variety of sources beginning with the governor of the Bank of England. In his account of his work for Atlantic College in his memoirs, *Private Work and Public Causes,* which he wrote at the age of ninety-seven, he described the fundraising campaign as a 'record of hard slogging appeal work . . . interspersed by miracles without which we could not have survived.' Among those who know anything of our history, the view is unanimous that Sir George saved the College in 1964, but some miracles had fortunately occurred before he took the helm.

A few days after Christmas 1962 Desmond Hoare received a call from the Ford Foundation. They wished to send a representative to visit 'the next day'. St. Donat's was snowed up, the students were on holiday, the castle was empty. Three students living in London were detailed by

telephone to board the 9 am train from Paddington station and, mid-way between London and Wales, to search the first-class compartments for the person most likely to be a Ford Foundation representative. By the time the train arrived at Bridgend station most of the work was done! In the afternoon the student trio, aided by two or three others, took a variety of roles in the dormitories, the library, the chemistry laboratories, the language laboratory, the art department and the sea area, as Mr. Matthew Cullen made his tour of the school. Desmond Hoare's parting words to him were: If you want us to survive, you'd better be quick!' On 10 April, 1963, the Ford Foundation announced its first ever grant to an institution below university level in Europe.

Another lifeline of great symbolic as well as practical significance was the interest free loan of £50,000 extended to the College by the Municipal and General Workers' Union, as it was then called.

The year 1964 was decisive. As already recounted, it marked our most narrow escape from bankruptcy. It was also the year in which the financial cornerstones of our future were laid. In January the Federal Government of West Germany announced a donation of 500,000 German marks towards the capital fund, the first capital support to come from a government. In April the Draper's Company of the City of London put up the money for a new dormitory for forty-five students; the architects were commissioned to begin work immediately, and the students moved into their quarters in October. Meanwhile the British Government, through the Foreign Office, made the first of three annual contributions to the College for the purpose of covering operating deficits during the years 1964, 1965 and 1966—the first of these grants was paid under a Conservative administration, the other two under Labour.

Furthermore, it was now that the Dulverton Trust, very much encouraged by the personal interest and enthusiasm of David Wills, initiated its own major support for the construction of dormitory accommodation and science laboratories. As recorded by Schuster, the Trust decided after full consideration to give the Atlantic College project the largest contribution it had ever made to a single cause. At the same time, David Wills from his own personal trust funds made extremely generous donations for which he insisted at the time on anonymity.

Other contributions, major and minor, were to follow. Sir James Whitaker contributed on a personal basis, with the Bernard Sunley Foundation under the leadership of Bill Shapland being among the most prominent contributors. The story of the first donation from Mr. and Mrs. Maresi has already been told, but I shall return to the subject of their great generosity.

Sir George Schuster, Chairman of Governors, and Dr Graham Loveluck with students in the castle grounds. 1972

The hard slog continued for several more years, and indeed for scholarships it can never end. However, by 1967 Schuster felt able to say that he had gained control of the financial situation. By the end of Desmond Hoare's headship, the College still faced substantial annual deficits, but these were no longer worries of the same magnitude. It was time for the project to develop and expand overseas, for unless more colleges could be founded, the initial aims of the project and the entire effort devoted to the College at St. Donat's could not be justified. At his own suggestion, Desmond Hoare retired from the headship to take up for a few years the new role of provost, resident at St. Donat's. A new chapter was opening.

International Development

In 1968 Lord Mountbatten, chiefly at Sir George Schuster's invitation and urging, agreed to take the new position of president of the International Council. For some years he had taken an interest in the venture behind the scenes, and his influence had been of decisive help in 1964 in securing the major donation from the British Government. Robert Blackburn, deputy headmaster at Atlantic College, moved to London to establish a revitalized International Office. His resilient optimism and speed of work, in particular in drafting papers, were to be as important here as they had been in the launching of the College and in our work for the International Baccalaureate.

Mountbatten set his own target—to give the project a worldwide reputation and significance. He insisted on two immediate practical steps: the introduction

of a new title which would more accurately reflect the true aims of the project, and the design of a symbol, or logo, which would clearly represent our aims. From this moment therefore our official title became the United World College of the Atlantic.

Lord Mountbatten set a fast pace for the small staff of the International Office under Robert Blackburn. He travelled widely and apparently tirelessly. One sensed how invigorated he felt to be working for a young project concerned with young people on an international level. Public awareness worldwide was sharply increased by his involvement, and new avenues of fundraising opened up. He was able to arrange for both the USSR and the People's Republic of China to send students and teachers to Atlantic College, and to initiate a UWC scholarship programme from the EEC for developing countries.

Lord Mountbatten, the first President of the UWC International Council, with a group of early Chinese students. His contact with the Chinese Ambassador in London led to the first ever visit of a delegation from the People's Republic. The first twelve students, accompanied by a teacher/supervisor, were funded by the Chinese Embassy and were the first such students to attend a secondary school outside China since the communist takeover after the Second World War.

One of the strongest impressions I retain of him is the time he devoted to preparation—preparation of speeches and preparation of meetings. I never knew him to address a gathering without referring to many of his audience individually in his remarks, and he would always ensure that he knew exactly where they were seated so that he could be sure to gesture towards them at the appropriate moment. I know too that every meeting which he chaired was given, if necessary, hours of preparation, with his personal copy of the agenda timed to within periods as short as two minutes even when the meeting was to last two days. However, even for him things could go wrong. At the outset of one International Council meeting he invited the delegates to endorse him formally as their 'chairman'. The charming but rather determined lady representative from Iran invited Mountbatten 'in these times and at an international meeting' to call himself 'chairperson'. Mountbatten was, at best, half-amused, but she stood her ground. The meeting, amid growing embarrassment, was unable to move forward for several minutes. Suddenly, Mountbatten cut through the whispered comments of would-be helpful colleagues by answering that he would be happy to become 'chairperson' for the day, and 'surely you will be happy with that'. Amid the general merriment she really had no choice.

Another occasion ended rather less successfully. Lord Mountbatten had secured an interview at short notice with the Prime Minister of Sweden, and was rattling away in his high-flying English about the International Baccalaureate and the UWC, and how beneficial it would be for Sweden to increase its grants to both organisations. Unfortunately the Prime Minister did not understand English, which Lord Mountbatten only realized in the final stages of the interview. He then remembered that the premier came from the Agrarian Party, so he began "I am also a farmer, I have a place called Broadlands with so many cows, so many sheep . . ." Understanding dawned with the prime minister. "That makes you a peasant too." Lord Mountbatten was rather quiet about the outcome of this meeting.

Lord Mountbatten was an inspiration to many UWC committees and personalities round the world. His support too of the International Baccalaureate was unstinting. He presented the first ever diplomas at the International School of Geneva in 1970; his intervention at one critical financial moment was decisive, and his prestige and influence were of really great importance too in persuading certain 'difficult' countries to amend their university regulations in favour of the new examination. The manner of his death provoked a renewed sense of commitment to the UWC ideals. At the conclusion of the television film which recorded his funeral service in Westminster Abbey, an Atlantic College student from India was shown against the background of St Donat's Castle speaking these words:

'We say good-bye to you, Mountbatten, and thank you. Here are some words which you knew well:

At no time in human history has there been a greater need for drawing together the races and nations of the world so that their energies and many sided genius can be combined in peace instead of being wasted in conflict.

A safe journey home.'

Lord Mountbatten had become our international president in 1968. Desmond Hoare became provost in August 1969, insisting on residence at St. Donat's as being essential for the first-hand knowledge of the life of a college and its students which was necessary for the successful promotion of the project world-wide.

Desmond Hoare had long believed that the colleges should be regional. Now, he was persuaded by students and ex-students that each college ought to have a full cross-section of cultures and races, and he began a series of journeys to South-East Asia which were to be of great significance.

The first result of these journeys, with his wife Naomi, was to bring scholarship students to St. Donat's from countries and cultures which were entirely new to us—Hong Kong, Malaysia, Singapore, Indonesia, the Philippines and Japan, as well as Australia and New Zealand. Robin Duke, the outstandingly helpful and effective British Council representative in Tokyo at the time, has described his amusement and amazement over the visits of this ex-admiral, ex-headmaster, now provost (and what is that in Japanese?), exposing the leading business men of Japan to forceful descriptions of the UWC project, of which they had no prior knowledge, combined with powerful clouds of tobacco smoke from what must have temporarily been the largest pipe in Japan, and of leaving the country with a national committee established, the active patronage of the influential Keidanren, and a chain of scholarships which has continued unbroken to this day and has been extended to three additional colleges.

The second purpose of these Asian journeys was to follow up the plan of the Singapore Prime Minister, Mr. Lee Kwan Yew, to establish an international school in the premises of the former St. John's British Army School. The Singapore International School opened under the headship of Meurig Owen, our first head of English at Atlantic College and subsequently headmaster of Oak Park Comprehensive School in Havant. His death after only eighteen months was a cruel blow. He was succeeded by Peter Jolley, first head of science and then director of studies at Atlantic College before becoming founder headmaster of Pleckgate Comprehensive School in Blackburn. His death only eighteen months later, without any prior warning or illness, was another bitter tragedy. The legacy of these two fine colleagues of the St. Donat's 1962 generation was twofold—to give the United World Colleges a firm base in South-East Asia, and to open up the whole issue of extending our philosophy beyond a select academic group of 16-19 year-olds, for the UWC of South-East Asia, as it later became, was and is in effect an international comprehensive school of boys and girls from twelve upwards. Peter Jolley in particular was to develop this theme very strongly and persuasively in a paper he presented in 1974:

“Certainly there is an urgent need for all young people to share their views and feelings in an international context and there are good reasons to suggest that the urgency is greatest among the socially and intellectually disadvantaged . . . academic achievement is fine, but it has not saved mankind, and modern man needs a quality of caring and concern built into his life style which mercifully is not the sole preserve of an intellectual elite . . .”

These developments, in which Desmond Hoare played a driving role, but in which of course others became increasingly involved—David Wills, Robin Hankey, and, naturally enough, Lord Mountbatten with his immense prestige through that area of the world—also opened other perspectives. Desmond Hoare, for example, had wanted this Asian College to have three bases—in Singapore, Malaysia and Indonesia, the UWC students to spend parts of their course in each. The practical difficulties have so far been too great, but an extramural centre has been built on the east coast of Johore which has enabled hundreds of UWC students to move across the border from Singapore to gain first hand experience of the jungle, the ecology of the area, the local Malay communities and the impact on all of these of the vast development projects being undertaken there by the government. At the same time, Desmond Hoare pressed his UWC colleagues very strongly indeed, but unsuccessfully, to associate themselves with the idealistic efforts of Mr. Somnuk to set up an international school in Thailand for carefully selected apprentices, initially from the South-East Asian nations, at which they would study the use of the land and the light industry and accountancy which must go with it.

It was now that he expressed his conviction more and more frequently that UWC must work out its responsibilities towards

the developing world:

Our original philosophy may be, and, I believe, still is sound and rewarding, but it must remain relevant . . . journalists who have visited in recent years have remarked . . . that no one could quarrel with our philosophy or intentions . . . but what had this to do with the real world problems of poverty, repression and strife? What had this to do with the students' revolution and their hesitant rejection of long accepted values, the defeat in Vietnam of the most sophisticated technology, the still growing disparity between the very rich and the very poor, the shift in thinking on how and why and in what to educate, the development of human instruments controlling human change, social and personal. (January 1971).

It was at about this time that he and Andrew Maclehose, shortly to become director of studies at Atlantic College, completed a feasibility study for a college in India which was detailed down to the cost of the school handyman and with clear recommendations for a site; and some eighteen months later that he presented a paper *A Third Experimental Shape,* a proposal for a new kind of college based on agricultural training.

Desmond Hoare's ideas did not take root, and there were other failures and disappointments too. It had in 1969 seemed likely that, at long last, a college could be opened in Kurt Harm's native country, Germany, where the town of Cuxhaven had offered a site and facilities. Uncertainties and delays were all too common, the offer lapsed, and much valuable time and effort were expended on an alternative site further south which was, however, entirely unsuitable from every point of view. An exciting proposal was made for Vermont, in New England, but its cost and feasibility had not been assessed realistically. Another proposal, again short-lived, was for a college in Iran, and there were others too, which did not reach the stage of formal investigation and follow-up.

This was in my judgment, looking back, not altogether a happy time for the United World Colleges. On the one hand we had an international president of world stature who was bringing our efforts almost daily into the public eye somewhere, and who was developing a growing international organisation of committees, chairmen, secretaries and patrons. On the other, we had attempted several projects without success; we did not really know whether we could break out beyond the 16-19 age range without diffusing our aims; and there was a sharp conflict of opinion over our relevance and potential role vis-à-vis the Third World. For many of the former students of Atlantic College, anxious to continue a personal involvement but not simply as 'old boys' and 'old girls' of a single school, the project appeared to lack a missionary nature and forward-looking idealism; and it was now too that Desmond Hoare was to move away from St. Donat's to Ireland.

It was against this background that the foundation of the Lester B. Pearson College of the Pacific in 1974, and its great success, gave us all such encouragement. In Canada, attention had been concentrated in the early sixties on a possible project in the Banff National Park under the general leadership of Senator Donald Cameron, but we could not have sustained two colleges at that stage and the effort failed. However, Lester Pearson had shown his interest, and he was to pay two visits to Atlantic College. I recall them both well. For the first, he arrived so exhausted that I thought the kindest if not the only course of action was to allow him to get to bed. When he finally retired after dinner, he took with him the College yearbook. By 8 am the next morning he had not only walked the campus but had sufficiently memorized the yearbook to recognize without hesitation and without introduction our Canadian teacher and all our twelve or so Canadian students—and he also knew all the latest Canadian ice hockey scores. His second visit was made specifically to introduce his wife to the UWC concept, and I remember the long discussion late one evening during which he listened attentively as our Polish chairman of the students' council explained how significant it would be if the socialist countries of Eastern Europe could have their own United World College; at a later stage it and Atlantic College, under pressure from their respective students, would grow together. After the death of this great Canadian, world citizen and Nobel Peace Prizewinner, it was the wish of his family that the Canadian memorial to him should be a United World College.

The insistence of Pearson College that *all* students should attend on full scholarships and without parental contributions, though immensely difficult to sustain, has greatly stiffened and encouraged the resolve of the movement as a whole to insist strictly on entry by merit alone. The village atmosphere of the beautiful Pearson College site on the southern tip of Vancouver

Island, and the warm, informal relationships established there between all members of the College community, have been a very important contribution to the evolution of the UWC educational style.

After a further pause of some five years, there were more developments, despite the deepening world recession. Waterford/KaMhlaba School, founded only one year after Atlantic College in circumstances of great difficulty in Swaziland, had grown from its original few indigenous huts into a fully equipped school of 330 pupils. After several reciprocal visits and a period of informal association, the school was welcomed enthusiastically into UWC membership in 1978—the second college to break the 16-19 mould. Perhaps more importantly, we had gained a focal point and a stake in the affairs of southern Africa.

In 1978, just a year before his death on 27 August 1979, Lord Mountbatten handed on the presidency to HRH Prince Charles, the Prince of Wales, and the United World College became one of the prince's major preoccupations.

The year 1982 brought two new Colleges—the UWC of the American West in New Mexico, and the UWC of the Adriatic near Trieste in Italy, of which the writer was to become headmaster in September 1982. The former we owe to Armand Hammer and his foundation; its importance is that the United States now has a full and fitting role to play in our affairs. The latter has opened after almost a decade of false starts and disappointed hopes, but the patience and determination of the chairman of the founding committee, Antonin Besse, have been well rewarded twenty-one years after he donated St. Donat's Castle by the two distinguishing features of this new College—it is the first firmly outside the English-speaking world, and it is the first to be sponsored entirely by government initiative and funds.

How has the Atlantic College prospered meanwhile?

As the first College, its continuing success has clearly been critical to the movement as a whole, for scarcely a day can pass without visitors, often several, numbering hundreds annually and, as Naomi Hoare remarked early on, 'every visitor is a VIP'. The College has grown to 350 students; boys and girls are in equal numbers; and the scholarship programme is beginning to benefit from a capital endowment fund. The range of nationalities among both staff and students has been extended. From 1971 onwards all students have been prepared for the International Baccalaureate, the College thereby becoming the first school in the world to abandon entirely a national in favour of an international examination system. The aesthetic life of the College has been much strengthened by the appointment of full-time music staff, by the restoration of old stables to provide art and music departments, and by the opening after many teething problems of a community arts centre in the fully-rebuilt old tithe-barn.

The coast rescue units have a remarkable record of service in incidents major and minor on the local coastline, with over 150 rescues having been effected. The social service group has very greatly expanded its activities in liaison with the departments of social welfare of both South and Mid Glamorgan. Three new developments have been the estate service, which farms sixty acres of College land and offers students quite comprehensive instruction in animal husbandry and horticulture; marine science, which gives training in marine ecology and underwater swimming, and was much involved in the establishing of Britain's first underwater nature reserve at Lundy; and a revived extra-mural department which, both during College terms and the holidays, offers the facilities and the expertise of the school to hundreds of young people each year who suffer from physical, mental or social handicap. The most striking recent innovations have been residential courses for delinquent youngsters under intermediate treatment schemes, and vocational training courses for the young unemployed. The influence of Alec Dickson, founder of both Voluntary Service Overseas and Community Service Volunteers, has always been strong in the College; and the extramural department in recent years has above all been an attempt, in his words, 'to have a credit balance in the social as well as the financial audit at the end of the year.'

The change from the British GCE Advanced-level examinations to the International Baccalaureate has very greatly enriched the academic life of the College, for the students are now committed, also by their examination results, to a more general and liberal education. The threads are drawn together for them in one of the IB's most innovative features, a course compulsory for all students in the

theory of knowledge which, interestingly, was foreshadowed in Dr Loffler's 1960 paper when he urged that the teaching must enable the students 'to recognize corresponding relationships of fact, method and structure between the various branches of learning.' One of Kurt Hahn's principal ambitions has been realized too, albeit without his direct influence, in that all students, in preparation for the diploma examination, must submit an extended essay of some 4000 words, or a scientific project, as a training in working with primary sources. The teaching staff have been able to develop new syllabuses, ranging from topics such as marine science to political thought and to mathematical studies for the mathematically 'blind'; two of the most recent are peace studies and the religious experience of man, both of which introduce new and difficult problems of assessment not normally encountered by academic examiners in that the personal attitudes of the students on completion of the course, rather than achievement in any narrow scientific sense, represent at least to some extent the success or failure of the student and his teacher. Both point towards the fundamental purpose of the College, which is concerned, not with knowledge, but with human attitudes.

Finally, the past decade has seen the renovation of all the old buildings on the estate, the replacement of the old Hearst swimming pool, and the complete rebuilding of the centuries-old cavalry barracks. Much of this the College owes to new benefactors, but much also to old friends such as the Bernard Sunley Foundation and, more than any other, Sonny and Phebe Maresi.

In 1983, as Atlantic College completes its twenty-first year, it is timely to consider how well we have been prepared by our 'adolescence' to face the future. It is, I believe, of hopeful significance that the Desmond Hoare concept of training in agricultural management has been brought back to life as the result of conversations between our new international president and, first, students at Atlantic College and, subsequently, former students in Venezuela, and that the Simon Bolivar United World College will open in Venezuela in the bicentenary year of Bolivar's birth. It is also significant that renewed and confident efforts are under way to found a College in India and that Asia and the Pacific, 'the Mediterranean of the Future,' (the world's six most populous countries face Asian oceans) are moving steadily to the top of the UWC agenda.

How widely can the UWC river run whilst retaining the depth to flow strongly and with banks high enough to preserve its sense of identity?

Sir George Schuster was fond of talking of 'the living body' of the project, and Desmond Hoare of its 'human strength,' and of course this vitality will be decisive. The danger, however, is that any institution, once established, claims an ever greater degree of energy and good management to maintain its momentum and good health, and the administration and financial management of the UWC movement is now a very complex and demanding task indeed. We have to try to remember that a Trojan horse is more effective than the finest squadron of cavalry, and that the good health of the Colleges is important only as long as they are successful in playing a relevant role of innovation and example in the field of educational ideas.

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Biographical Note

David Sutcliffe is a modern languages graduate of Cambridge University. Following a year in France, he spent four years teaching and housemastering at Salem in southern Germany and a year at Gordonstoun School before being invited by Desmond Hoare to join the founding staff of Atlantic College. Here he held the posts of housemaster, chief coach of the beach rescue and inshore lifeboat services (in 1976 he took part in the Observer single-handed transatlantic race), director of studies and deputy headmaster, before being appointed to the headmastership in 1969. It was his energy and vision which set up the extra-mural centre, the arts centre and the farm as integral parts of College life. In September 1982 he became founding headmaster of the United World College of the Adriatic at Trieste, being succeeded as headmaster at Atlantic College by Andrew C. Stuart.

The family of the late Dr Kurt Hahn has invited David Sutcliffe to write the biography of this most important figure in the history of the United World Colleges movement.