



The MAIN Festivals for Earth



*'We're all different but there is a place for ALL in a boat designed for all'*

## Walter's Festivals

David W. Train

## The MAIN Academy and David Train

The MAIN Academy aims to inspire people, through service to society and through thinking in terms of systems, to become world class leaders of industry, sport, commerce, local government, health service, schools, and all sectors of society and, in so doing, build a creative, inclusive and sustainable civilisation, celebrated through the Main Festivals for Earth.

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David Train is the founder and President of Fladbury Paddle Club, was British Olympic Canoe Coach at Los Angeles, Seoul, Barcelona and Atlanta, and is creator of the MAIN Ideas, Academy, and Festivals.

In 1972, David moved to Fladbury, a small village in the 'Middle of England'. He hadn't been there very long when the young Rector, Michael Goode, knocked on his door. He'd seen David canoeing on the Avon with his family, and he asked if he would help two or three young people to build canoes to give them something to do. Michael pointed out, that, if adults didn't provide leadership, and something for the young people to do, they get bored, cause trouble, and society suffers. David told Michael about his job, about travelling thirty five miles to and from work each day in Oldbury, and said he hadn't the time to help. Michael asked him, "What about your duty to society?"

David agreed to help. The young people held a sponsored walk, raised £189, bought a mould, built canoes in the garage at Glen Villa, and formed Fladbury Paddle Club. Since then many boats have been built; over eighty people have represented Britain from the club; three have been to the Olympics and two of David's sons, Stephen and Andrew, have been four times Olympic finalists and three times world canoe marathon champions. David became Olympic Coach and the Fladbury way of teaching became the national method for teaching on placid water.

His life in industry was not so placid. As a managing director of an engineering company which was part of a large Birmingham based group David occasionally gave talks at their central school of management in Birmingham. There he met Terry, now Lord Burns, who had become a lecturer at London Business School. David talked about people and business. Terry gave talks on strategy. At that time the economies of Germany and Japan were outgrowing that of Britain. The thinking at that time was that Germany and Japan had benefited from the destruction of their old industries in the War, and that Britain needed to destroy its old industries to be able to compete economically. David heard a theory from Terry Burns that if industries

were destroyed new people would emerge, with new ideas to take their place!

When the Thatcher government came into power Terry Burns left London Business School and joined the Treasury, eventually becoming the Permanent Secretary. The destruction of the old industries affected many people, including David, who had to sell the company he was then MD of to his German competitor. The ideas he had first heard expressed by Lord Burns ended his career in manufacturing engineering in 1989 and he sat down to think about what he had learned and what to do for the future as Britain moved to a service economy.

In 1990 David gave a talk to the Coaching Service of the British Canoe Union which connected his work in industry and sport. Many were teachers and without exception wanted to leave the profession because of the systems they were working in. Realising that those systems were far removed from those he had been in, in sport and industry and those used to transform Japan, he was inspired to act and give teachers the 'language' they needed to change the system they were working in.

He wrote an article called 'The Secret of the Bell and Cell' and sent a copy to an organisation promoting the work of Dr W Edwards Deming the great American industrial coach who helped to transform Japanese industry after the devastation of war. As a result, he met Dr Deming and Professor Myron Tribus, a friend of Dr Deming, who was trying to introduce Dr Deming's work, which had evolved from the work of Dr Walter Shewhart, into the educational system of the United States. Myron asked David to get the message to the United States.

To get any message to the United States is a formidable task, with huge competition. The amount spent on advertising products and services in the United States exceeds that spent on secondary education! However, David knew how the Hong Kong Tourist Board had tried to get its message to the world, by sending three Dragon Boats to London, holding a regatta on the Serpentine and then inviting the winners to the Hong Kong Dragon Boat Festival.

Because of the London regatta David also found out about the story of the origins of Dragon Boat Racing, 2,500 years ago, when they were created to celebrate the life of Chu Yuan, a well loved poet and freedom campaigner who was banned to the provinces and committed suicide by drowning. David realised that there might be a way to compete with the power of advertising. He invented the Bell Boat to reflect the ideas, created events and wrote children's stories for 'people of all ages'. The central character is a slow coach tortoise called Walter.

In 1999 German friends took a soft toy 'Walter' and the stories to Coburg, in the heart of Germany. In 2000 two Bell Boats were taken to Coburg and launched by Princess Stephanie of Saxe Coburg Gotha and in 2001 used in a regatta in Bamberg. On September 11th David flew over to Germany to take part and in the following week an idea emerged of a voyage from Coburg the following year. In May 2002 David took part in a ten day voyage, together with hundreds of Germans and spoke to the mayors of 22 German towns about the idea of the MAIN Festival for Earth. It was suggested that they use them to enhance their Olympic bid.

Britain has a history of invention and then others taking the ideas and putting them into practice. They include penicillin, computers, the jet engine, television, radar and the Olympic Games. The MAIN Ideas were first put forward as a Millennium project but failed to get funding despite support from hundreds of Members of Parliament - some said they were the greatest ideas likely to be submitted. The London Olympic bid gave David another opportunity for the United Kingdom to use the ideas for the benefit of all its people and he wrote to the Mayor of London and rewrote the final chapter of this book.

# **Walter's Festivals**

**David W. Train**

This book is for young people of all ages

**'9 to 99'**

David Train is founder of The MAIN Academy, President of Fladbury Paddle Club and was Olympic Coach for Los Angeles, Seoul, Barcelona and Atlanta.

# The MAIN Purpose, Ethos and Aims

## The MAIN Purpose

To help to build a creative, inclusive,  
and sustainable civilisation

From 'Walter's Festivals'

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## The MAIN Ethos

The MAIN thing in the Voyage, Race, Regatta and Festivals,  
as in life, is not to win, but to train, creatively compete, and  
take part in their creation.

Then we all win.

David W. Train, Fladbury 1992

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## The MAIN Aims - 2003

To inspire young people of all ages:-

- To come on board the London Bid for the Olympics.
- To take part in the creation of - The MAIN Festivals for Earth.

**To Train for Life**

To those I coach and all who wish to share in the building of  
a

Creative, Inclusive, and Sustainable Civilisation

Good Paddling,

Walter of Great Futureland.

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Published by The MAIN Academy.

Walter's House, Glen Villa, Fladbury,  
Nr. Pershore, Worcs WR10 2QH  
England.

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# Walter the Paddler

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**‘As Walter grew older he always had to be doing things. If he had nothing to do he became bored and then started to do silly things.....When that happened he was in trouble with his mother and father. That made them all unhappy and so his mother and father used to make sure that he always had plenty to do. They taught him to cycle, to go running and to make things.**

**While he was doing things he was never any trouble and he was always tired by the end of the day. His father was a very wise man and each night, before Walter went to bed his father asked, “What have you done today, Walter, to make the world a better place for others?””**

# Walter the Paddler

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Walter is a tortoise. He is a very unusual tortoise because he has learnt to talk to people, he has learnt to swim and he has learnt to paddle a canoe. He is also very unusual because his shell is shaped like a bell and it is coloured. His colours are like the colours of the Olympic flag. The top of the shell is a ring of red, the middle is a ring of yellow, the bottom is a ring of blue. His body and head are green and his eyes are a black dot ringed with white.

Walter was born in a land called Asunder. Asunder is a land apart from all other lands, and yet it is a land whose history is about connection. Its people, in the days of great industry, built the ships, the railways and the bridges that connected the people of Earth. Asunder lies on an island in the middle of the planet Earth, called the United Kingdom, far away from the capital city of London

As Walter grew older he always had to be doing things. If he had nothing to do he became bored and then started to do silly things, like throwing stones at windows, swinging on trees until the branches broke, and being cheeky to the older people by calling them names.

When that happened he was in trouble with his mother and father. That made them all unhappy and so his mother and father used to make sure that he always had plenty to do. They taught him to cycle, to go running and to make things.

He made models of ships and aircraft. He had a friend who made rockets and together they would fly the model aircraft, launch the rockets and sail the model ships. Sometimes he played his violin, but he wasn't very good at that, no matter how hard he tried. So he gave it up.

While he was doing things he was never any trouble and he was always tired by the end of the day. His father was a very wise man and each night, before Walter went to bed his father asked, "What have you done today, Walter, to make the world a better place for others?".

One day Walter's father gave him a map of the island and a compass, so that he could find his way around. Walter started to travel and he loved it. He walked to the hills and climbed to the top and from there he could see the sea. He had never been to the seaside but when he saw the bright blue water he really wanted to go and have a closer look.

The sea was a long way away from Walter's home and he knew he would have to be very fit to reach it, so he trained every day. Some days he ran and some days he cycled. After many weeks he was ready for his journey to the sea.

Walter used his map and compass to find his way and because he had trained hard, and was fit, he never felt too tired. As he got closer to the sea he could smell it and then from the top of the last small hill he could see it; he could hear the gentle waves and when he got to the sandy beach he could taste the salt from the sea. He went right to the edge of the water and as the small waves came in they lapped over his hands and feet. He looked, he listened, he smelt, he tasted and he felt the sea. He felt so excited and from that moment he loved the water.

It was a summer day and Walter felt the warmth of the sun on his shell. For a few moments he felt like going to sleep, but it wasn't for long because he was a restless tortoise. He looked around and he could see other creatures who looked like him swimming in the sea. He longed to be with them but he couldn't swim.

Away in the distance, on one of the river which flowed into the sea, he could see a man paddling a canoe. The man seemed happy.

Walter slowly realised he too could enjoy the water if only he had a canoe. He wanted to go in the canoe so much he almost ran as he rushed along the beach to reach the river. He desperately wanted to go out in the canoe and waved and waved to the man to try and make him notice.

It didn't work. Walter was desperate to go out; he was so desperate, he suddenly started to feel a noise coming from his throat. At that moment he found he could talk to people. He was very, very excited.

He shouted across the water to the man. "Mr. Man! Mr. Man! will you take me for a ride in your canoe?"

The man was very surprised to hear Walter shouting. He came to the side of the river and asked Walter his name. He told Walter that he was called Mr. Paddler.

Walter asked, "Would you please take me out in your canoe, I just love water, and my name, Walter, is almost spelt like water. Please take me out."

"Can you swim?" asked Mr. Paddler.

"No," said Walter.

Mr. Paddler thought for a minute or two. "Before you go near any river or the sea you should learn to swim, but if you promise me you will go away and learn to swim, I will take you out now on a short trip. I have a spare buoyancy aid, so put it on, just in case you fall in the water, and I will take you out on the river."

Walter was thrilled. "I will promise you that I will learn to swim. By trying very hard, I have learnt to talk to people, so I am sure one day, if I try hard enough, I will be able to swim."

So he went for a short trip in the canoe and he loved it. It made his holiday into something he would never forget.

Walter spent many happy days at the seaside and then went back to his mother and father. He told them about his journey, the sea and his trip on the river in the the canoe. He told them he was going to learn to swim and they were very pleased.

His father was so pleased, he promised Walter that when he could swim he would go back with him to see Mr. Paddler and watch Walter paddle. His father also knew how Walter liked to make things, so he said to him, "Why not make your own wooden paddle?"

Walter thought that was a great idea and began to search for some wood. Suddenly he saw a wooden sword and shield he had once made when he had played soldiers. He realised he could turn it into a paddle.

He turned the shield upside down, glued the sword to it, cut off the handle and there he had a paddle. He sanded it down, drew a tortoise and a canoe on it and then he painted it with varnish. Now all he had to do was to learn to swim.

He tried hard to learn how to swim and one day he managed to swim a few strokes. From then on, every day he practised, and slowly he got better and better. His father watched him training and when he thought he was good enough he went with him to see Mr. Paddler. Mr. Paddler was pleased to see Walter and his father; he was very pleased that Walter had learnt to swim and he was very, very, pleased that he had made a paddle.

Mr. Paddler put a buoyancy aid on Walter, just in case he fell into the water, and then they went on a long journey, along the river and down to the sea in the canoe. Walter was thrilled. He loved the feel of being on the water. He learnt how to get into the canoe, how to paddle forward, how to stop and how to paddle backwards. He learnt how to turn the canoe and then how to get out.

Mr. Paddler said he did well and Walter was a happy young tortoise. He returned home with his father and told his mother, brothers and sisters all about their trip. He hung his paddle on the wall to remind him of his wonderful day. It was a day that would change his way of life. It was a day which changed what he made, what he did, and how he thought; but it was a happy day. His family saw how happy he was and from then on they always called him **Walter the Paddler**.

# Walter the Boatmaker

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**'They hadn't been there long when the nice teacher came to see Walter. His name was Mister Good. His house had a garden which went down to the river. He said he had seen Walter on the river and he knew Walter loved making things. He also knew that Walter could talk to people. He asked if Walter would build a few canoes for the youngsters in the village. He explained, that when they were not at school, there was nothing for them to do and they were doing silly things, like throwing stones at windows, swinging on trees until the branches broke and being cheeky to the older people of the village by calling them names. Walter smiled when he heard Mr. Good say that, because he remembered what he had been like when he was young.'**

# Walter the Boat Maker

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Walter never forgot his day in the canoe with Mr. Paddler. He never went out with him again, but he was always very busy. He went swimming, running, cycling and he walked in the hills, finding his way with his map and compass and at home he played rounders with his friends. He went to school and he loved making things out of wood, especially models of boats and aircraft.

When he left school he worked in an office and made drawings for lifts in a works called the 'Globe Elevator Works'. After a while he wanted to make better drawings so he went to university. There he learnt how to make lots and lots of different things and then, after university, he went back to work.

He worked at making steel tubes and bicycles on machines. He made parts for cars and once he made a machine for putting the tops on milk bottles. Sometimes he used to watch the blue tits peck through the tops put on by his machine.

One day he got married, then had children. He taught them to swim, to ride bicycles, to climb mountains and to make models. As his children grew up, he remembered his day canoeing with Mr. Paddler. He decided instead of making models, he would make his children a canoe. He first made one, and then another, and another, and another. He loved making the canoes and he loved going out on the water with the children. He taught them how to get into the canoe, how to paddle forward, how to stop and how to go backwards. He taught them how to turn and how to get out. He taught them always to wear buoyancy aids, just in

case they fell out. They loved being on the water just as Walter did.

One day Walter changed his job and his family had to move. They moved to a new land. Walter's new land was very small. It only had one village. In the middle of the village was a school that had a nice teacher. A river ran around the village in a loop and then went off into the distance to a country called England.

England was only small, but it huge was compared to Walter's land. England had thousands and thousands of villages. It had towns and cities. Walter's new land and its village were so small that they shared the same name. They were both called 'Great Futureland.' When Walter's friends wrote to him they put on the letter: 'Walter of Great Futureland, near England.'

The river that Great Futureland shared with England was a gentle river and soon Walter and his family were having fun paddling on it. He was always making things. At work he made parts for cars and bikes and at his new home he made a garage. He loved paddling and he loved making things.

They hadn't been there long when the nice teacher came to see Walter. His name was Mister Good. His house had a garden which went down to the river. He said he had seen Walter on the river and he knew Walter loved making things. He also knew that Walter could talk to people. He asked if Walter would build a few canoes for the youngsters in the village. He explained, that when they were not at school, there was nothing for them to do and they were doing silly things, like throwing stones at windows, swinging on trees until the branches broke and being cheeky to the older people of the village by calling them names. Walter smiled when he heard Mr. Good say that, because he remembered what he had been like when he was young.

Walter wanted to help, but he was a very busy tortoise. He worked long hours and he had his own family to look after.

He told Mr. Good that he was sorry, but he did not have the time. Mr. Good tried very hard. He said the young children needed help and that if Walter would show them how to build canoes, they could use his garden to get the canoes onto the river.

Walter knew Mr. Good was right, and after a long talk with him Walter said he would show the children how to make their canoes.

So Walter agreed to turn his garage into a boat-building shed and share it with the children, and Mr. Good agreed to share his garden with Walter and all the children.

Walter got the children together and told them he would help them make canoes but he said they all had to make their own paddle. He told the children how he had made his from a wooden shield and sword. He had turned the shield upside down, glued the sword to it, and cut off the handle. He then painted a canoe and tortoise on the paddle, and varnished it.

The children said they would do the same. Soon all the children had made their paddles. They were very proud of making them and took them home to show their mothers, fathers, sisters and brothers.

When Walter and the children had made their canoes Walter took the canoes to Mr. Good's garden and there he taught the children how to paddle. He taught them to get into the canoe, how to paddle forward, how to stop and how to paddle backwards. He taught them how to turn and how to get out and he taught them always to wear buoyancy aids, just in case they fell out.

Whenever they could they went paddling on the river. Now they were not bored and could use their energy to paddle on the water. Like Walter they loved it, and they stopped destroying things and used their energy to get fitter and fitter.

Mr. Good was happy, the children were happy and Walter's children were happy, because they had lots of friends to share their canoeing with.

Walter was very happy. He loved water, and now all the children loved water as much as he did. He loved making things, and now all the children loved making things. He loved to go paddling in his canoe, and now all the children loved to go paddling. Mr. Good had shared his garden, Walter had shared his garage and the children shared their joy. They did not know it then but Mr Good had set them out on a voyage to lift the spirit of people throughout the world or to 'elevate the globe'. Walter had been called Walter the Paddler, but now the children were the paddlers, and he was **Walter the Boat Maker**.

# Walter the Teacher

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**“I called it a Bell Boat so that people would ask me why. Then I would be able to tell them that one of the most important things I ever learnt in life was about the shape of a bell. I can’t tell you all about that today but I will tell you one reason.”**

# Walter the Teacher

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Walter was now a paddler and boatmaker. He only made small boats, called canoes and kayaks. The canoes were like those first made by the Native Americans. They were paddled with a single-bladed paddle. The kayaks were like those first made by the Inuits. They were paddled with a double-bladed paddle.

Walter first made a canoe for himself and then canoes and kayaks for his children and for his tortoise friends and their families. When he moved to a new village Mr. Good, the teacher, asked Walter to make canoes for the human children to give them something to do and keep them out of trouble.

The human children made their own paddles and helped Walter make the canoes and kayaks. They enjoyed it so much that their mothers and fathers wanted to try, so Walter made them all boats. He made boats for beginners which went in a straight line and had large cockpits so no one would get trapped if they turned over. He made boats which were wide and stable. He made boats which were very narrow and fast, for racing. He made singles and doubles and he made a very fast racing canoe for four paddlers.

Because he made special boats, a lot of people enjoyed going out on the river, but there were some who didn't like the thought of falling in, and there were a lot who didn't like going out by themselves. They wanted to go out together with their friends.

Walter loved the water. He wanted everyone to be able to enjoy the river like he did, so he thought and thought about what to do.

After a long time he had an idea. He would use two of his long and very unstable racing canoes and join them together like a raft. They would then be very stable, so that nobody would fall out. He would put seats in them and then all the people could learn together. He would steer on the back and he would be with all the people to help them.

Walter wondered what to call his new boat. All his other boats he had named after fruits, because where he lived there were many orchards. The kayaks were called after apples and the canoes after plums. His first boat he had called a Pippin. At first he thought he would call his new boat after a pear, but Walter knew that the most important shape he had ever learned about in his life was a bell, so after he had thought and thought, he decided that the 'Bell Boat' was the best name.

The Bell Boat was a boat for everyone, for children, for grandparents, for mothers, for fathers, and for those who were deaf and those who were blind. They could all now have a trip on the river.

For the first trip in the Bell Boat, Walter took out his family and their tortoise friends. After that he took out the young human children from the village school, together with Mr Good. They had made their paddles and painted them with their designs and they wanted to try them. They had paddled before. They were very excited.

Walter told them they must always wear buoyancy aids. He taught them how to get in, how to paddle forward, how to stop and how to paddle backwards. He taught them how to turn and then how to get out. They then got back in, and then Walter showed Mr Good how to steer the boat. They made it go fast and they made it go slow and when they were tired they changed around in the boat. They stopped to look at the water lilies and they stopped to look at the herons and the kingfisher.

Walter took them to a lock, and showed them how the boats went between different levels. They had a wonderful time and when they got back they were very tired.

They took off their buoyancy aids and then a small girl said,

“Walter, why did you call it a Bell Boat?”

“Ah,” said Walter, “It took me a long time to think about that. At first I was going to call it after a pear, just as I called my kayaks after apples and my canoes after plums.

“But then I thought no one would ever asked me why I called it a pear. I called it a Bell Boat so that people would ask me why. Then I would be able to tell them that one of the most important things I ever learnt in life was about the shape of a bell. I can’t tell you all about that today but I will tell you one reason.”

By now all the other children were gathered round.

Walter took one of the paddles. He showed how a shield used in fighting, when turned upside down, became a paddle. It was also the shape of a bell.

He told them to think that every time they looked at a shield, to turn it upside down in their minds. It would then look like the shape of a paddle or bell. It would remind them to help each other and not to fight. He then told them that the bell had many meanings and next time they went out on the Bell Boat he would tell them more about its shape.

Walter then turned to the girl who had asked him why.

He said, “Do you know what a philosopher is?”

She said, “No.”

“Well,” said Walter, “A philosopher is someone who thinks about life and asks, ‘Why?’ So today you have taken the first

step in being a paddler and the first step in being a philosopher. That is very good.”

Walter was happy. He had taught all the children the first steps in paddling, he had taught the teacher the first step in becoming a paddle trainer, and he had taught the young girl the first step in becoming a philosopher.

Walter’s Bell Boat helped him teach everyone how to paddle, and it helped him teach everyone about the river. It was the best boat he had ever made. He told the children that the Bell Boat was his school on the water. They said, “If you have a school you must be a teacher.” After that they called him **Walter the Teacher**.

# Walter's Silent Bell and Special Cell

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**“What is the secret in its shape?” asked the children. “We can see a silent bell, but why do you call the clapper a ‘special cell’?”**

**“Well,” said Walter, “The shape of the ‘bell and cell’ tells me that everyone of you is different. It helps me to understand other people. It tells me not to blame other people when things go wrong. It tells me first to ask why. It tells me about myself. It helps me to put the crew together in the right place. It helps me to use information and think like a scientist.”**

# Walter's Silent Bell and Special Cell

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Walter had made a Bell Boat, which was his school on the water. The children said if he had a school he should be called 'Walter the Teacher.' Mr. Good, the village teacher thought this was a great idea. Walter could now help him teach the children.

One day Walter decided to make Mr. Good a Bell Boat. Mr. Good was very pleased to have a school that could move on the river. Especially a school on the water, which was so stable he could take his blackboard and the children could take their pencils and paper.

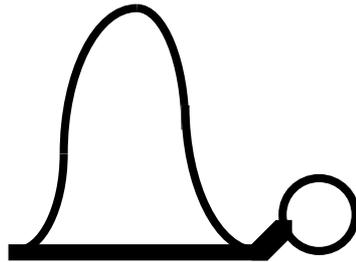
When Walter had made the second boat, he and Mr. Good went off for their first trip.

Mr. Good took the school bell with him, so that he could ring it when the lessons started. He hung the bell on a rail at the back of the boat.

Walter also had a bell on his boat but he hung it on the rail at the front where all the children could see it. It was a very special bell. It was a bell that didn't ring.

Mr. Good's bell had a message in the noise. When he rang it, it meant get ready for the lesson to start.

Walter's bell was different. Walter had taken the round 'clapper' which rang the bell and joined it to the outside of the bell with a piece of metal. It looked like this:-



“Why have you joined the clapper to the outside?” asked one of the girls. “Your bell won’t ring now.”

One of the boys joined in. “The shape is like you, Walter. The bell is like your body and the clapper like your head.”

The children laughed.

“That’s right,” said Walter, “it is shaped like me and it carries a message. I call it my ‘Silent Bell and Special Cell’ and the secret is in its shape. Most bells are to be listened to, but this bell you look at.”

“What is the secret in its shape?” asked the children. “We can see a silent bell, but why do you call the clapper a ‘special cell’?”

“Well,” said Walter, “The shape of the ‘bell and cell’ tells me that everyone of you is different. It helps me to understand other people. It tells me not to blame other people when things go wrong. It tells me first to ask why. It tells me about myself. It helps me to put the crew together in the right place. It helps me to use information and think like a scientist.

“We are all made of cells. We have cells which make up our bodies, like bone, and muscles, and our hearts, and our skin. They are all different but most of the time, they work together

to keep our bodies going. And there are some extraordinary cells which are in our head. They are very special.

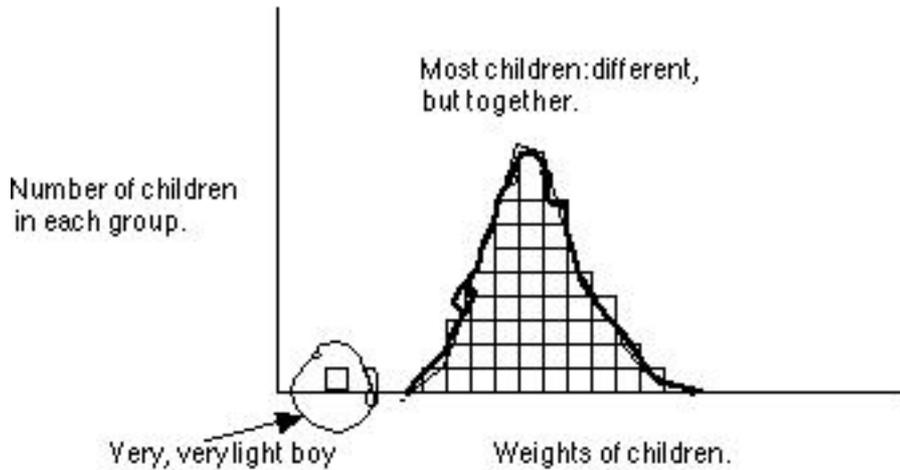
“And of course, just as all our cells are different, we are all different in our shapes and sizes. My Silent Bell and Special Cell helps me to understand that.”

The children still didn't understand, so one day Mr. Good took his blackboard on to his Bell Boat. He also took on a set of scales, a tape measure and a stopwatch.

The children paddled the boats to get some exercise, and then they had a race with the two boats. They were feeling tired after that so Walter and Mr. Good tied the boats together and to the bank. Mr. Good rang his bell and said that while they rested they would have a lesson about Walter's secret.

Walter put the scales on the centreplank of his Bell Boat and one by one the children came along the boat and were weighed. Mr. Good wrote down all the weights on the blackboard. They were all different. One or two of the children were light, one was heavy, most were in the middle, but there was one boy who was very, very light.

Mr. Good showed the children how to draw the different weights on to a graph, and they copied it into their notebooks. The graph was called a bar chart and the children had often drawn them. Now Mr. Good drew a line to join up the bars on the chart. It looked like this:-



Most of the weights were together and the line could join up the bars but the one who was very, very light didn't fit in.

Mr. Good drew a circle around the bar.

"What shape is it?" he asked the children.

"It looks like a tortoise shape," they all shouted. "A bell shape with most of the people under it and a cell like Walter's head around the one who was very different."

The bell shape wasn't a perfect bell shape, but they could see it was a bit like Walter's Bell.

Now Mr. Good took out his tape measure. He measured the height of all the children. They were all different. One or two were small, one or two were tall and most of them were in the middle. But there was one boy called George, who was very, very tall. Mr. Good again drew the bar chart, then the joining line, and then a circle around George's height.

"What shape is it?" he asked.

"A Bell and Cell shape," they all shouted.

Again, it wasn't a perfect bell, but it was near to it, and different from the first one.

One of the boys asked, "Are our heads different, Mr. Good?"

"We must find out, let's measure them," said Mr. Good. So they put the tape measure around each head. One had a small head, one had a large head and most were in the middle. They drew out a bar chart. It was the shape of a bell. They were all close together.

Next, all the children got off the boats and Mr. Good said he wanted all of them to run around the meadow. He timed them all and drew another bell-shaped curve. Then he asked them to run a short distance and timed them. The children who could run the fastest over the short distance were different to those who could run fastest around the meadow. Mr. Good drew out the bar charts of their times and again they had a shape which looked a bit like a bell.

On one of the charts there was someone who could only run very, very slowly and someone who could run very, very fast. The chart looked like a two headed tortoise.

"Now," said Walter, "let me show you why we need to know how different we are. Today, we are going to have a competition to see how fast we can turn the boats."

"Good, good," said the children and they all started to rush into the Bell Boats.

"I want to be in the front," said one boy. Then another said he wanted to be in the front. They started to argue and then to fight.

"Let's not argue," said Walter, "You should remember my story about the shield and bell. Its shape means we are here to help each other, not to fight."

The two silly boys stopped fighting.

“Let’s think about who is best to go in which position.” said Walter. “You are all different and in your notebooks you have the information to work it out.”

The children thought for a while and said, “The Bell Boat will turn easier if the heavier paddlers are in the middle and the lighter paddlers are at the ends.”

“Very good,” said Walter.

The children looked at the weights which they had written in their books.

The heaviest then moved to the middle and the lightest to the ends. The children in Mr. Good’s boat had done the same. They were now ready to have the competition.

They were just about to start when one of the girls said to Walter, “What about you and Mr. Good? We haven’t weighed you.”

So they got back together, weighed Mr. Good and Walter and found they were heavier than all the children.

“That means,” said the children, “that Mr. Good and Walter will

have to go in the middle of the boat and the lightest one will have to steer it.”

So they all swapped round in the boat and when they tried to turn the boats round they both turned easily.

“Now,” said Walter, “What do we want to do if we are going on a journey and we all want to see where we are going?”

“We must put the smallest at the front and the tallest at the back,” said the children, and they looked at the heights and they all swapped round in the boat.

“Next,” said Walter, “Who would we put in the front if we have to keep going for a long time?” The children thought and chose those who had been able to run the long distance around the meadow.

The children got back in the boats with the lightest child steering and went steadily down the river. Suddenly they heard the sound of water moving over rapids. They had never been on fast-flowing water before and shouted for Mr. Good’s and Walter’s help. Walter and Mr. Good quickly moved to the back of their boats, so that they could show the children steering the boats what to do. With the help from Mr. Good and Walter, the boats went safely through the rapids. All the children thought it was very exciting.

Next they came to a long stretch with high banks. It went on and on and on.

“Are we lost?” asked the children.

“No,” said Mr. Good. “I’ll stand up and see where we are.”

“Oh dear,” said Mr. Good. “I’m not tall enough, I can’t see.”

“Ask George to look,” cried the children. “He is very, very tall.”

So George stood up and, being so different, he could see where they were.

“It’s only a few hundred metres to the next village,” said George

“We’ll be able to stop for a rest.”

The children were all happy, they paddled harder once they knew where they were going.

A few minutes later they stopped at the village.

“Walter,” asked one of the girls, “We have measured our bodies and I can see how our bones are all different, making us different heights and, how our weights are different, and how our muscles move at different speeds. And you have shown us how we can see that in the shape of the Bell Curve and in the Special Cell. But what about the cells of our brains, the very special cells, how do we measure those?”

“You ask me some difficult questions,” said Walter, “But I will try to explain.

“We know a lot about the cells of the bone, the muscle and the heart. We know how much they vary in different people and how much we can change them by good training. We know what they will do.

“With the special cells in our brains we know a lot less and we are never sure what they will do. There are people who measure people’s brains by doing tests and making bell curves but it is very difficult to know what they mean. Perhaps some day we will know as much about our brain as we do about muscles, but that might take many years. In the meantime, what you must remember is that we are all different in our brains and muscles, and that those

differences can help us all. ”

The children were now starting to see what the secret was in Walter’s Silent Bell and Special Cell.

They had to know how different they were from each other. They had to know that depending on what they were trying to do, they had to have different positions in the boat. Then they didn’t have to argue about where they sat. They didn’t have to fight if they had information. That way the team went better.

They also realised that as they went along the river it was always changing. And as it changed they needed different people, at different times, to help all of them on their journey.

They realised they were all special, and as life changed they could be needed to help all the other people.

The Bell Boat and the Silent Bell and Cell had taught them the great secret of how to think about differences in people, and how they could work together to make things better for them all.

Even Walter and Mr. Good had to change places when the children had learned the secret of **Walter's Silent Bell and Special Cell.**

# Walter's Secret Sign

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**'The children used to laugh with Walter when that happened, for they knew that *special* causes were like the special cells in their heads. They could make things good or bad. They were problems to solve. If they were bad they had to correct them, but something new might come out of their accidents and mistakes; they could create from mistakes.'**

# Walter's Secret Sign

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Walter had taught the children the secret of his *Silent Bell and Special Cell*. He had shown them how they were all different and how they should not blame each other but look for information, and as problems arose he tried to explain to the children how to solve them. He was always looking for ways to make the world a better place.

One day the children came to Walter looking very sad.

“We don't feel like going out on the Bell Boat today,” they said.

“Why not?” asked Walter. “What's happened?”

“There's been a big argument at school with Mr. Good, our school bus driver and the manager of the bus company,” said the children. “You have told us not to blame each other when things go wrong, but it doesn't seem to work with adults.

“We all come to school by bus and it's often late.<sup>1</sup> This morning Mr. Good saw the manager of the bus company and the bus driver to see if they could get us to school on time. The manager blamed the bus driver and the bus driver said it wasn't his fault. They argued and argued and the manager said he would sack our bus driver. We like our driver and he was most upset. That's why we are sad. It's made us feel miserable and we don't want to go out on the Bell Boat today.”

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<sup>1</sup> This an adaptation of a story in 'The Deming Dimension' by Professor Henry R. Neave.

“Oh dear,” said Walter. “Grown-ups are sometimes very silly but I think I know how we can help them. Let’s go out on the Bell

Boat and as we paddle along I will tell you the story of Dr Shewhart, an American, who found out how to solve problems in a different way. He was a genius.”

“What’s a genius?” asked the children.

Walter took out his *Bell and Cell*. On the Bell was the word ‘share.’ He pointed it out to the children.

“A genius is someone who can think in a way that no one else did before and then is able to share it with lots of other people, by making it simple for them to understand and use.”

“Walter Shewhart was an American engineer, and he didn’t like to see people arguing and blaming each other. He found out a secret. Let me explain a little more for it’s very important to understand. I call Walter Shewhart’s secret *Walter’s Secret Sign*.

“I have shown you how to measure yourselves, how to draw bar charts, how to use the information, and how not to blame each other.

“Well, Walter Shewhart found another simple way of looking at information so that we stop blaming each other. It works for anything we make or do. He said that if we had a problem like the bus being late we should plot out the times on a chart and then we would start to understand why things vary. He said it was very important to know that there were two different things that caused variation. There were ‘*special*’ things that happened, and ‘*ordinary*’ things that happened.

Walter continued

“If we plotted the information out on a chart we should be able to see the differences. Then from the information we

would know what to do. If it was a *special cause* we would do one thing; if it was an *ordinary cause* we would do something different.

“Walter Shewhart used the charts to sort out all sorts of problems.

“So we should be able to use it to help you get to school on time each morning, to save the bus driver’s job and to make Mr. Good and the bus manager happy. But you will have to help. We can do nothing without information and you must start tomorrow to collect it.”

So Walter gave the children a small chart and asked them to fill in the time the bus arrived at the school each day. Each day the children noted down on the chart the time the bus arrived. They drew a line between the marks. Sometimes it went up and up, sometimes it went down and down, sometimes it stayed the same and sometimes it went up and down. Then it looked like a lot of different W’s.

A few week later Walter went to the school early one morning. Mr. Good was waiting for the bus, which was late again. Mr. Good was getting upset.

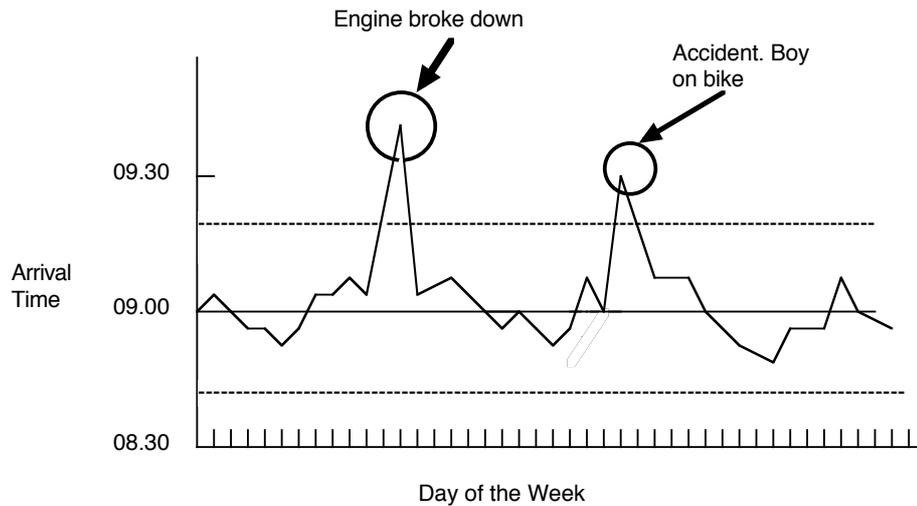
“I’m always having problems with the bus. I never know when it is going to arrive,” he told Walter. “Sometimes it’s early, sometimes it’s late and every so often it’s very, very late. I have to be outside to see the children off the bus and I waste a lot of my time.”

“I know all about it,” said Walter. “The children told me about your last argument but I think I know what to do.” He told Mr. Good about the children collecting information.

“I think we should have a meeting with the children, the bus driver and the manager,” said Mr. Good.

A few days later the bus driver and the manager came to the school. Mr. Good, the bus driver and the manager sat at the

children's desks with the children and Walter drew the chart the children had kept on to the blackboard. It looked like this:-



“What do you notice about the chart?” asked Walter.

“There are two days when we were very late,” said one of the girls. All the children agreed.

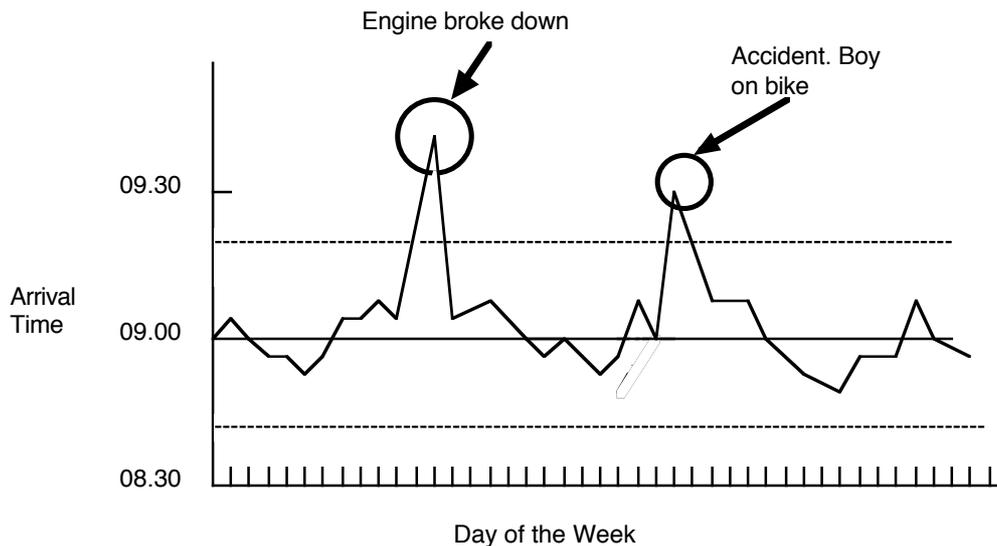
“I can see something else,” said one of the boys, called Chris. He always seemed to notice something different. He was a special sort of boy.

“What’s that?” asked Walter.

“The way you have drawn the circles around the two highest points reminds me of your *Special Cell*. It’s like your head.”

The children all laughed. Walter laughed with them. “Very good. The highest points are *Special*. I think my head is special, and its very different from all of yours.”

Walter took out his chalk and quickly drew two tortoise shapes on the chart.<sup>2</sup> He made the dots in the *Cell* look like an eye. The children carried on laughing. The chart now looked like this:-



“What do you see now?” asked Walter.

“Two tortoises on their side,” cried out the children. “And they look like *Silent Bells and Specials Cells*.”

“Very good,” said Walter, pointing back at the chart.

“You can now see the *Bell Shapes* between the dotted lines and the *Cell Shapes* outside the dotted lines. It’s like the bell shapes and the cell when we measured your weights and heights and heads. It is also about things happening over time, like our trip down the river. As time goes by, different things happen; sometimes *ordinary* things and sometimes *special* things.

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<sup>2</sup> If you have a real common(Ordinary) - cause process, it often happens that if you hold the page level with your eyes and look at the chart stretching into the distance at just the right angle, you are able to see a rough bell shape (+ the special cells, if present) - from Professor Henry Neave.

“On this chart the times between the dotted lines are *ordinary differences* and the things outside the line are *special differences* and *special differences* can be good or bad.”

“You have told me you were very late,” said Walter. “Do you know why you were very late?”

“Yes we do,” said the children. “They were special things. The first one was when the engine of the bus broke down and another bus had to come and bring us to school. The second one was when we were held up by an accident with a boy, who had been riding a bike. The police stopped all the traffic so that the ambulance could get to the boy quickly.”

“Oh dear,” said Walter. “What happened?”

“It was dark and the boy wasn’t wearing bright clothes. A car hit him.”

“How many of you wear bright clothes when you are out in the dark?” asked Walter. Nearly all the children put their hands up. Two or three didn’t.

“Then we can learn from that,” said Walter. “The special cause for being late was something very bad for the boy on the bike, but if from now on you all wear bright clothes when it is dark, some good will have happened.

“There is nothing we can do about the poor boy, but what do you think could be done about the engine breakdown?”

“We could make sure the engine doesn’t break down or we could buy a new bus,” said the children.

“What do you think?” Walter asked the manager.  
more often.”

“That’s very good news,” said Mr. Good. “Those are two special reasons but what about all the other days when the bus arrives late or early but never on time.”

Walter looked at the chart. “Does anyone know why the other times are different?” he asked. Nobody knew.

“It just seems to happen,” they said.

“That’s right,” said Walter. “Whatever we make or do is always different. It could be the variation in the weather or the variation in the other traffic on the roads but we will always vary in the time we arrive. They are *ordinary* variations.”

“So does that mean there is nothing we can do?” asked Mr. Good.

“Oh no,” said Walter. “The bus could set out earlier so that it always arrived early but that would mean the bus driver having to get up earlier. However there is another way all the children can help.”

“What’s that?” asked the children.

“Well,” said Walter. “You all know the roads near to your home. If you think hard you may be able to think of different roads for the bus where hold-ups don’t happen so often. Then between you and the bus driver you will be able to work together to get to school nearer and nearer to the proper start time.”

“That seems a great idea,” said the manager. “If it works I will be able to do the same with all the other buses.”

So the children worked with the bus driver and gradually between them they found better and better ways of getting the bus to the school on time.

Mr. Good was happy, the bus driver wasn’t blamed any more, and kept his job. The manager was happy many times over because he used the method the children had taught him on all the other buses.

Walter was happy, but the special boy, Chris, had made him think. He thought, and he thought, about special people, and special things. One day he called the children together to tell them what he had been thinking.

“I’ve been thinking about the charts and what we have learnt about *special* and *ordinary* causes of variation in people and things,” said Walter.

“Sometimes *special* causes are problems, like when the bus broke down, but sometimes they make us think of something completely different, like some of you did, by wearing bright clothing after the boy had been hit by the car.

“I have thought of another accident that led to many many good things.”

“What was it?” asked the children.

“Well,” said Walter. “A few years ago we were making a kayak. It was made out of fibreglass and resin. To make the resin go hard we mix some liquid, called catalyst, with the resin. One of the boys made a mistake and he forgot to put in the catalyst.”

“Did you get angry with him?” asked one of the girls.

“No, no,” said Walter. “It was a special cause, something that wouldn’t normally happen. He was a very good maker of boats and he wasn’t frightened to tell what he had done, so we managed to save the bottom part of the boat.”

“Did you have to make another top half ?” asked Chris, the special boy.

“I could have, if I had been thinking in an ordinary way,” said Walter. “But for some reason I thought how I would use it in a different way; I was thinking like you do. I decided to make it into a racing canoe and many of the young people started to race. They went all round the world, they went to

the Olympics and then we made double and four-people canoes. Finally, we put two together and we made the Bell Boat.”

Chris smiled; he was often making mistakes. “So when we make mistakes they can turn into something useful?” he asked.

“They most certainly can,” said Walter.

“Whenever you see a *special* cause you must always think and think and think. It may be a problem you have to solve, but it could also lead you to think of something completely new. So if you make a mistake never be frightened to admit it. If your friends make a mistake, don’t blame and bully them; always try and think what good you can make out of a *special* cause.”

So, the children went away happy, especially Chris, because he often got into trouble for making mistakes. From then on the children kept charts of all sorts of things they were doing. They knew when things were *special* and when they were not.

Up and up, down and down, and in a straight line. The charts went on and on and on, but the children knew how to look at the chart and how to do the right things to make them better.

They called them ‘Walter’s charts,’ and they never forgot them because sometimes they went up and down and up and down spelling out ‘W for Walter, W for Walter.’ Sometimes they went very high or very low and then they put a circle round them to make it look like Walter’s head.

The children used to laugh with Walter when that happened, for they knew that *special* causes were like the special cells in their heads. They could make things good or bad. They were problems to solve. If they were bad they had to correct

them, but something new might come out of their accidents and mistakes; they could create from mistakes.

It was a very important lesson. The MAIN Purpose was to make a creative civilisation, now the young people of Great Futureland knew a little more about how they could make it happen.

So that the children would always remember, Walter always signed his name like the chart. The children called it **Walter's Secret Sign.**

# Walter's Clubhouse

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**“I have seen many clubs start without any buildings, but by using what they can, and working with the people, they have done wonderful things. You see, the most important thing is always the people.”**

# Walter's Clubhouse

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For a few weeks everything in Great Futureland seemed to be going well and Walter was feeling relaxed and very, very happy.

But then one day a sad-looking Mr. Good came to see Walter.

“I have some bad news, Walter,” he said. “Although I have lived in my house a long time I do not own it. The owner wishes to have the house back and so I am moving to another house. The problem is that my new house is not on the river, and the new people moving into the house don’t want to share their garden with the children of Great Futureland.”

It was a terrible shock for Walter, he felt so helpless and felt like crying. Normally Walter was used to dealing with problems but as he was feeling so, so happy, it came as an extra big shock.

“Oh dear,” said Walter, trying not to cry, “I was feeling so happy. Now it feels like all my life is being taken away from me.”

For a few days Walter was very sad but then he remembered his *Silent Bell* and his *Special Cell*. Even Walter forgot how to think when he was feeling sorry for himself.

Suddenly, he felt happier. Losing Mr. Good’s garden was a *Special Cause*. There might be a better place to get on the river.

Walter started to look around Great Futureland. First he found a small field, by the river, owned by the people of Great Futureland. For a while the children used it but it was close to a weir and sometimes, when it had rained and there was a lot of water in the river, it became dangerous for beginners.

So Walter looked for a better place.

Next he found a field by the river, away from the weir, which he could rent. It was safe and for a while the children could paddle in safety. But Walter had learnt from what had happened to them with Mr. Good's garden. He never knew when they would be asked to leave.

So Walter looked for a better place.

He asked those people of Great Futureland who lived by the river, if they would sell some of their land for the children to use. At last, a man called Mr. Blair said he would. He was very kind, he wanted to help the people and didn't ask too much for the land, so the paddlers managed to save up and buy it.

It was only a small piece of land, but it was safe for all the children and Walter knew, that from then, all the children, all the children's children and all the children's, children's children would be able to get on the river and paddle.

Walter was very, very happy. Once again out of a *Special Cause* he had managed to create something new.

The children and their parents enjoyed the river more than ever before, and when they weren't paddling they made racks for their canoes and kayaks.

One day one of the young girls said, "Walter, do you think we could build a clubhouse where we could store our boats and have somewhere to get changed in? It would be much better for us and our boats when it's raining."

Walter thought for a long time before answering.

"It seems like a great idea," said Walter. "But we will have to be very careful, or it may destroy everything we have done."

"What do you mean?" asked the children.

"Well," said Walter. "I have seen many clubs start without any buildings, but by using what they can, and working with the people, they have done wonderful things. You see, the most important thing is always the people.

"Then, just like you have suggested, they have built clubhouses. Now, to build a clubhouse means people have to spend their time raising the money. Then they have to spend the time building it; and once they've built it they have to raise more and more money to insure it, in case it is burnt down. They have to keep it painted and have to keep repairing it when it is damaged.

"I love building things, and so do many other people. It's a good feeling, like you had when you made your paddles. We all love the things we make, which is really good. But it can also be very bad, especially if we forget why we are making them. That's why we have to be very careful.  
about paddling.

"Then the children stop coming, the paddlers stop paddling and the paddle club dies. All that is left is a building to look after.

"So, if we are to have a clubhouse in Great Futureland, we must be different. We must say that whatever happens we will carry on training our children and all our paddlers. Only when we have free time will we work on the building, even if it takes years and years to finish."

The paddlers of Great Futureland were still thinking about what to do, when they heard they could have a wooden shed that was being taken down. It was nearby in England, so they quickly collected the shed and started to work.

Slowly, over the years, the young people of Great Futureland built their clubhouse. They always put their paddling first, but each autumn, they did a little more building. They liked their building, but they loved what they were doing and never forgot their main purpose.

The paddlers never knew when it would be finished, but when it was nearly finished they hung up a sign. In large letters it said, *Our training first, our building second.* In smaller letters underneath it said, Great Futureland Paddle Club. And, in very small letters it said, *Walter's Clubhouse.*

# Walter's Declaration of Interdependence

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**“Also, I often say to those I coach, that they must never be frightened of trying something new. I have told you many times that ‘the fool’ who has the courage to try something new today, is the leader of thought tomorrow.”**

# Walter's Declaration of Interdependence

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Great Futureland Paddle club grew and grew and, because Walter had taught the children to share, the children and parents from nearby England came paddling and joined in. They all enjoyed it very much and they had many, many happy days paddling. They went out together on the Bell Boat, they went to races together and the young people went all over the world together.

Soon, there were almost as many English people in the club as those from Great Futureland.

The children and the parents from Great Futureland all knew Walter and Mr. Good. It was a little bit like a family. Like families, they sometimes had problems, but they had their own way of solving them. In the early days they talked, and sometimes they argued, but somehow they managed to solve the problems.

Then as the years went by, Walter had started to teach the people to look at problems in a completely different way. Walter had learnt about variation in people and had learnt about how Walter Shewhart had used it to solve problems in making things and in all areas of life.

Walter had taught the people about his *Silent Bell and Special Cell* and he had taught them about *Walter's Secret Sign*. He had taught them not to blame each other, and the

people of Great Futureland had slowly changed the way they looked at, and solved their problems.

All countries have different ways of solving their problems. It's one of the things that make countries so different.

England's way was to have a committee of people and talk and talk and talk. It was very different from the way Great Futureland worked. Walter often thought the English people would much rather talk all day about paddling, rather than doing it. The English people seemed to love committees like some people love buildings, and in the same way, they loved them so much, they seemed to forget why they had been set up in the first place.

As time went by, more and more English people came to Great Futureland Paddle Club. After a few years they wanted to have a set of rules, then they wanted to have committees, and then one day they said they wanted to take over the running of Great Futureland Paddle Club.

Walter was very upset. Indeed he was furious. In a great rage he told the English people what he thought about their treachery.

He had taught all the children of Great Futureland how to make boats, he had taught them how to paddle, he had taken them all over the world and they had shared all their skills with their friends in England. Now the people of England wanted to take over the Great Futureland Paddle Club and run it in a way that Walter knew would destroy everything he had worked for. They would destroy its past, they would destroy its vision, they would destroy its aims, they would destroy its soul.

Most of the time Walter was a calm tortoise, especially with children, so whenever he became furious he always knew there must be some *Special Cause*. So, when he eventually calmed down, he searched and searched in his brain to see if he could find an answer. He thought, and he thought, and

he thought, and after a long time he realised what the problem was.

The English people weren't nasty, they were great friends of the people of Futureland. They, like the people of Great Futureland, now loved the Paddle Club and wanted to improve it. But the only way they knew how to solve problems was their way. They knew no other. They were like the people of Great Futureland had been, before they had learned a new way.

Walter also realised that because he never wrote anything down, the newcomers from England knew nothing about the history of the club and what it was for. So once more there was a *Special Cause* which Walter thought could be an opportunity to create something better.

He called a meeting of all the people of Great Futureland and their English friends. He made a great speech.

"Many years ago the people of the United States of America wanted to free themselves from English rule. They made a famous 'Declaration of Independence.'

"Today, you, our English friends, wish to take over and rule Great Futureland Paddle Club.

"We, the people of Great Futureland, are well within our rights to ban all English people from our club and land forever.

"We have no wish to do so.

"We live in a world which day by day splits itself into smaller and smaller fragments. We think that is a tragedy.

"The people of Earth face massive problems in saving life. They will only be able to do so if they find ways of working

together. So we believe, out of our conflict we must set an example and show a way of working together.

“We do not want a ‘Declaration of Independence.’ What we need now is a ‘Declaration of *Interdependence.*’

“Every country has a different way of solving its problems. Our way is different from yours, but I believe we can show you a new way of solving problems that we can both share.

“You have asked us to create a set of rules. I have told the people of Great Futureland that it would be wrong to do so, whilst we have such different ways of solving problems.

“Once things are written down, they become very difficult to change, and if, because we are not wise enough, they are the wrong rules they will cause much pain for all our people for many generations.

“At all levels, whether it be a small club, or a great country, written rules can cause great problems.

“I once knew a club in England, which started out as a kayak club and called itself a kayak club. It then started to paddle canoes. It had no written rules and so quickly changed its name to a canoe and kayak club. It then wrote a set of rules. The first rule said what it was called.

“A few years later, when we invented the Bell Boat and the *paddle for life*, the leaders of the club wanted to use our ideas. They decided to change the name to ‘paddle club.’ They wanted to make it clearer to all the schools in their land what their club did.

“There were some people who loved the canoe and kayak club

name so much they didn’t want to change. Some people started to say it was in the rules and it caused a great problem in a very good club. It almost destroyed it.

“Once the name was changed, people got used to it, but I’m sure in a few years time if another change was necessary the same would happen.

“On a much larger scale, when the United States wrote its Constitution someone wrote a few words, which people took to mean they all had a right to own guns. Now, it seems impossible to change, and I am sure the people who wrote it would be horrified to think that their words led to thousands and thousands of people being killed every year.

“So you see, I think we have to be very careful about what we write.

“I have also realised that because we do so much paddling, so little writing and hardly any time in meetings, many of you do not know why we set up the paddle club.”

Walter paused for a drink of water. One of the English girls stood up.

“Walter,” she said, “we have enjoyed coming to Great Futureland and your club, but we are now part of it and would like to help.

It’s true that we have different ways of solving our problems and I have never been told why the club was started. I would like to know, and I am sure all the English people would like to know about any better way of managing ourselves. Will you tell us about it?”

So Walter started to explain how Mr. Good had asked him to help the young people. He told them about the *Silent Bell and Special Cell*. He told them about *Walter’s Secret Sign*. He told them how very, very important it was that they understood the difference between *ordinary* and *special* causes of variation.

He told them they should never write rules for the club until they understood variation, for if they did so, there would always be trouble between the people of England and Great Futureland. It would be like talking in different languages.

Walter finished his talk by saying, "If we, the people of Great Futureland and England, can together learn a new way of solving our problems, and if we can teach our children how to do so, it will be an example to the whole world.

"It will take the older people quite a time to understand but the young people will quickly learn. So what we need is a *Declaration of Interdependence* to hang on the wall of the clubhouse. Every time we have a problem we will look at the *Declaration* and we will decide what best to do. We will be training together in a new way of solving problems. We must practice and practice solving our *new way* of solving problems, so that we learn a new way of working together."

Walter smiled. He looked at the English people.

"Of course," said Walter, "we might never write the rules down, for in England, unlike America, you have no written constitution. Perhaps we can learn from the people of the United States of America and England. Perhaps all we might need is a *Declaration of Interdependence* and then very few written rules."

The English people smiled and then one spoke. "Who will write the *Declaration of Interdependence*? he asked.

"I have built many, many boats," said Walter. "Before I have built them nobody seems interested in giving me ideas, but as soon

as they're built, people are able to tell me how to improve them.

Also, I often say to those I coach, that they must never be frightened of trying something new. I have told you many times that ‘the fool’ who has the courage to try something new today, is the leader of thought tomorrow.

“So, I’m happy to be the fool today. I will write the first *Declaration of Interdependence* and then you can all try continuously to improve it.

“That is called changing it by *feedback*. You *feed* me back the ideas - we improve it - we try to see if it works better - then we start all over again. All the time we improve the way we work.<sup>3</sup>

“Building boats, *Declarations*, or anything we make do, make or think, needs always to be improved, as we find new problems in using them.

“So I will start the process.”

The meeting ended with everyone feeling happy and Walter went home to write. It didn’t take him too long because he knew a little about variation.

Eventually it was ready.

The Declaration of Interdependence for England and Great Futureland

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The MAIN Purpose of our club is ‘To help all our people to create a Great Futureland by bringing them together and inspiring them to train throughout their lives for creative, ever improving and sustainable life; to Train for Life. We believe we can achieve our purpose through sport.’

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<sup>3</sup> This way of improving is central to Walter Shewhart’s work. The so called Shewhart Cycle is Plan, Do, Check, Act and then repeat. About the same time as Shewhart thought of this, the philosopher Karl Popper defined continuous development as: initial problem, error elimination, the new situation with new problems, and so on. They are not cyclic because the first problem is always different from the new problem. See Popper, by Brian Magee. Fontana.

**We see it as a self evident truth that we are all interdependent and we are interdependent with all life.**

As a first step, in showing our interdependence with each other, with the people of England, Europe, Earth, and the rest of life, we, the paddlers of England and Great Futureland, have come together to declare this joint purpose and to declare that we are starting to train together in a new and common way of solving our problems. It is like a new shared language.

Until we have practised and fully understood our new way of solving problems, we will not write any long term rules.

When problems arise, we will look at this Declaration and try and solve the problem together, in good spirit, and with our imperfect, but ever increasing knowledge.

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We live in an ever changing world, so whatever we write will not last for all time.

**We see it as a self evident truth that we are all different; with many differing talents.**

Throughout life we change naturally. By wise coaching and continuous training we are slowly able to change ourselves.

**In our changing world we never know which or whose talents will be needed, at what time, and for what purpose.**

**Nature decrees variation in all things.** If we ignore this we ignore reality. If we understand it, then we have the key to wisdom. And with wisdom and imagination we can release our great abilities.<sup>4</sup>

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We care deeply for the survival and continuous improvement of ourselves, our families, our club, our community, our civilisation and life.

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<sup>4</sup> David Howard of Management Newstyle - Flowmap- England.

We therefore, as individuals, have a duty to ourselves, our families, our club, our community, our civilisation, and life, to maximise our talents. We do so for the day they may be needed for ourselves, or to share with others. We do it by training throughout our lives, for sustainable life. Simply we 'Train for Life.'

We, the members of the club, have a duty to do everything we can to provide the coaching for all our people to 'Train for Life.'

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The leaders of our club must be able to give hope to all and must be people, who by their own example, are able to inspire all our people to 'Train for Life.'

**The leaders of our club must, in both spirit and practice, make it abundantly clear to all the people of the club that they passionately believe in, and are totally committed to continuously working on the system to ensure a 'place for all in the crew, for life.'**

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We recognise we will all have a great deal of training to do together, to fully understand the new way of problem solving.

So, whilst we are all increasing our knowledge, whenever we have a problem, and before we make any rules, we will simply ask:-

**Firstly - Is it an ordinary thing or special thing?**

**Secondly - If it is an ordinary thing, how can we, together, improve the system?**

**Thirdly - If it is a special thing, should it be corrected or is there something new we can create from it?**

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We believe, if we work together in this way, we will step by step create a balanced, creative, inclusive and sustainable society. A society we

will be proud of, a society which will be an example to all the people England, Europe and Earth. And a society that our future generations will be proud to inherit.

Walter framed his work. He hung it on the wall of the clubhouse and waited for the people to suggest improvements. He waited for feedback!

Beneath it he placed a book, and from then on everyone who joined the club read it, and then signed it. They had taken another step forward in creating an ever-improving world.

It was their declaration of working together, to help each other improve. They all called it **Walter's Declaration of Interdependence.**

# Walter the Trainer

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**“It may seem impossible now, but if you all train together and help each other, then you will all get faster and faster. You all know that you are different from each other and as you grow up some of you will get faster than others. Each year it will change. I don’t know which of you will go to the Olympics, but if you all help each other, you all have fun in training and you enjoy competitions, I’m sure, one day, one or two of you will. The rest of us will have shared in the dream, we will have helped to make each other better and will all be part of the achievement.”**

# Walter the Trainer

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Each year a new group of children learnt how to paddle the Bell Boat and each year the older children did more and more paddling. Each year Walter, Mr Good and the leaders worked on improving the system.

As the children got older, Walter and Mr. Good told the older children about a competition, called a regatta, where children raced against each other in canoes and kayaks. They raced in singles, doubles and with a crew of four. They didn't race in eights because Walter had only built two and they had never left Great Futureland.

The Regatta was held in England and the older people who organised it had asked Mr. Good and Walter if they would like to show them the Bell Boat and bring the children along to compete in the kayaks and canoes.

When Mr. Good told the children they were very excited. A few weeks later, in the Spring, they went to England, to a huge lake. It was like a great swimming pool and it had nine lanes. There were lots and lots of children there and they were all having a great time. The other children enjoyed the Bell Boat and the children from Great Futureland entered the races in the

canoes and kayaks. They had raced against each other but had never raced children from other villages, towns and cities before. They were amazed at how fast the others went.

“How do they go so fast?” the children asked Walter.

“Well,” said Walter. “It’s because the other children have been training. To go fast you have to know the proper technique, you have to be strong and you have to be fit.”

“Will you teach us how to go fast?” the children asked Walter.

“Of course,” he said, “But it will take a long time. We will have to set ourselves a training programme and then see how much better we are in a year’s time.”

“A year?” they cried out, “That’s a long time.”

“There is no quick way in training,” said Walter, “And during the next year, as we train together, I will explain why.”

The regatta lasted two days and they were so busy it was soon time to go home. The children were sad as they left England. They had really enjoyed the regatta, being away with their friends, meeting other children, and competing on such a big lake. They had learnt a lot, but knew they had a lot to do to be able to be as fast as the children in England.

They were very tired and slept in the cars as Walter and Mr. Good drove them back to Great Futureland. That week they paddled as usual on the river. They asked Walter and Mr. Good about training and Walter told them that the next weekend they would start.

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They could hardly wait until the weekend, but it soon arrived and on the Saturday morning they went out for a paddle. Afterwards they went back to Walter's house. They had a cup of tea and then Walter took out his Silent Bell and Special Cell.

"Do you remember what the shape of the bell means?" asked Walter.

"Yes!" shouted the children. "It means we're all different."

"Very good," said Walter, "because that's a very important lesson when we train together. We're training to improve 'ourselves,' not trying to prove we are better than each other.

"We are all very different before we start training. Some can run fast, some are strong, some are skilful at paddling. What training does, if it is done carefully, is to slowly keep improving each one of you, so that after many years you can do the very best that you

could do. Now the best you can do will, of course, be different for each one of you, because you were born differently to start with. Just as you were all born differently, you all differ in the amount you can change yourselves by training.

"I told you when we were at the regatta that we would have to train to become more and more skilful, train to be stronger and stronger and, train to get fitter and fitter."

"How do we do it?" asked the children.

"Tomorrow," said Walter, "we will start with technique. But first I would like to show you some videos. I want you to watch them for two reasons. The first is because one of the best ways of learning technique is by watching the top paddlers and copying them. The second, is to inspire you, to give you all a great aim of what you might do when you are older."

Walter had videos of the Olympic Games and he showed the children the very best canoe and kayak paddlers. They were in singles, doubles, and fours. Many of the champions were from Hungary and Germany. The children had thought that the children at the regatta had gone very fast but when they saw the speed of the Olympic Champions they could hardly believe it.

“We could never go as fast as that,” they cried out.

Walter looked at them and said. “It may seem impossible now, but if you all train together and help each other, then you will all get faster and faster. You all know that you are different from each other and as you grow up some of you will get faster than others. Each year it will change. I don’t know which of you will go to the Olympics, but if you all help each other, you all have fun in training and you enjoy competitions, I’m sure, one day, one or two of you will. The rest of us will have shared in the dream, we will have helped to make each other better and will all be part of the achievement.”

It was now getting late.

“Its time to go home now,” said Walter.

“May we see the videos again?” asked the children.

“Yes, of course,” said Walter. He always liked to encourage the children. So they watched the Olympics again.

The next day, the children were very excited. They had dreamt all night about taking part in the Olympics. They could hardly bear waiting to get to the river after school. Walter was very happy to see them so excited.

“Before you go on the water,” said Walter, “you must warm up your muscles.”

So they warmed up their muscles by doing some stretching exercises, put on their buoyancy aids and then went for a short paddle. Walter had brought a video camera with him and he filmed the children one at a time. When they'd finished they went back home and watched themselves on Walter's television. They laughed as they watched each other and Walter showed them how to improve their technique.

The rest of the day the children paddled, pretending they were like the Hungarian and German Olympic Champions. They had great fun. Some of them started to try too hard and fell out into the river. From then on, every time they went out they thought of practising to improve their technique, and every week Walter filmed them so that they slowly and continuously improved.

Throughout the summer they had fun, and raced against each other in the canoes and kayaks. By the time autumn came they were very much better paddlers. They didn't fall out and they could go much faster. There was a long winter ahead of them but they were starting to believe that with training they would be able to keep up with the paddlers in England.

The children went to bed that night and dreamt of the day they might be able to paddle as fast as the Olympic paddlers.

Walter had inspired them to train. He knew that not all of them would get to the Olympics but he knew that they would all have fun trying. He knew that by having fun and getting better they would learn to train and take part in sport for the rest of their lives.

The children were very happy. They still called Mr. Good the Teacher but from then on they called Walter the **'Trainer.'**

# Walter the Coach

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**‘Before science had found out ‘what happens’ many children had trained too hard and injured themselves, so that they couldn’t carry on training when they grew up. The ‘Rest’ is always needed for the muscle to change and get stronger. Working all the time means no improvement. Working hard, with rest, means slowly and continuously improving.**

**“It is very nice if you get a medal,” he said. “But you all win when you realise that competition is about improving. You have all improved since last year, so you are all winners.”**

# Walter the Coach.

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As each winter approached the children started to train to get fit and strong. One day a week they had a rest but on the other days they always did something to make them fitter. Some days they played games at school and on the others Walter and Mr. Good took them cycling, swimming or running.

To make them stronger, three times a week, Walter and Mr. Good took the older children to the gym. They told them that with weights they had to be very careful. They must never lift weights without Mr. Good or Walter being there to see that they were lifting properly.

So all winter they got fitter and fitter, and stronger and stronger. One day in the gym one of the young girls said to Walter.

“What happens to make us fitter and stronger?”

“Do you know what the job of a scientist is?” asked Walter.

“I’m not sure,” said the girl.

“Ah,” said Walter, “A scientist’s job is to ask ‘What happens?’ just like you’ve just asked. Perhaps one day you’ll be a scientist. I’ve a friend who is a sports scientist so I will ask him to come and explain to us what happens.”

A few weeks later the sports scientist came to see them. He came

for the weekend to see the children training and to talk to them while they rested. The children first went for a paddle and afterwards went into the gym and did some weight training with Walter and Mr. Good. They all had a shower, had some biscuits and tea and then gathered around to listen to the sports scientist. He was a gentle man and a professor.

Walter, as usual, was carrying his Silent Bell and Special Cell.

“What have you got there?” asked the sharp Professor.

“My Silent Bell and Special Cell.” replied Walter.

“What’s it for?” asked the professor.

Before Walter could even open his mouth, the children shouted out, “It’s to remind us of the bell curve, which tells us how different we all are.”

“That’s very good,” said the professor, “There are not many children who know that, and it’s one of the most important things about life. I have a long name for it, I call it a bell curve of variation, because we all vary.

“I am very pleased you know about variation in people, because just as you are all different, so are the cells which make up your body. There are cells which make bone, cells which make muscle, cells which make up skin to keep you together, and cells which are used to tell you what to do, your brain cells.”

“We also know that some things about people are very different from others and don’t fit easily into the bell curve,” said one of the girls. “When we draw it on a graph, it looks like Walter.”

“What do you mean, like Walter?” asked the professor, and the girl said: “A bell with a cell looks like a tortoise. The bell is the shell and the cell is the head.”

The professor and all the children laughed.

The professor said, “You have a very good way of remembering about cells and variation because all you need to think about is a tortoise. All you need ever remember is Walter. I will have to tell all my students that, because sometimes they forget.”

After they had all stopped laughing the professor started to talk again.

“I can’t tell you about all the cells today,” he said, “But let me tell you about our muscles. Some muscles, like those in our arms and legs, are needed so that we can move around, and lift things. If we want to be able to move faster, or move for longer, or lift more we have to train our muscles.

“If we want to make our muscles stronger we use weights to train them with, as you have been doing this morning. When we lift weights, if they are very light and we find it easy, our muscles seem to say to themselves.

‘That’s easy, I don’t need to get any harder and stronger.’

“So they stay the same.

“If we lift enough weight so that it feels heavy the muscles says, ‘Oh dear, I’m having a struggle to do that I had better become harder and stronger.’

“They don’t become harder and stronger straight away but, while we are resting they change. They only change a very little bit at a time, so that means we have to keep lifting weights a few times a week to keep reminding the muscles to get stronger.

“We all have to be very careful, of course, because if we lift too much it breaks the muscles and if we don’t rest them enough they haven’t the time to grow stronger.

“Our heart is a muscle which we train in a different way. To train it we go for long runs, long swims, and long cycle rides, which all make it bigger. Then when you are older there is a different type of exercise to make it stronger. Training the heart is getting fit.”

“So, with muscle cells,” said Walter to the Professor. “the way they get stronger is by working them, resting them and then they change.”

“That’s right,” said the Professor, “And when we work a muscle with the right weight on it we stress it.”

Walter took out his bell and cell and on the bell he wrote Stress- Rest - Change. He underlined Rest because he knew that many people thought that the more they worked, the more they would improve, but he knew that was wrong.

Before science had found out ‘what happens’ many children had trained too hard and injured themselves, so that they couldn’t carry on training when they grew up. The ‘Rest’ is always needed for the muscle to change and get stronger. Working all the time means no improvement. Working hard, with rest, means slowly and continuously improving.

“I think,” said the professor, “that I have done enough talking today. I think it’s time to go home.”

“Before we go,” said Walter, “I would like you all to look at the bell. We learnt about training the cell so I have written on ‘Train thy Cell.’ ”

Walter sometimes liked to use old fashioned words so he put ‘thy’ instead of ‘your.’

“We learnt about properly training the cells, so I have written on the bell ‘Know thy Cell.’ And, earlier when we learnt about how they change, I wrote on the bell the very important message ‘Stress, Rest and Change.’

“We will always be able to remind ourselves what the professor has taught us, by looking at what we have written on the bell and cell. I think we should all thank the professor for helping us.” So they all clapped the professor. He looked happy.

“I will see you tomorrow so when you go home tonight, have a good rest and I will tell you a bit more about muscles tomorrow.”

The children went home feeling tired from all their exercise and from the work on their brains, because of the professor’s talk. As

they rested they changed, their muscles became a little bit stronger and their brains changed because of what they had learnt from the professor. They had started to think about what they were doing. Walter was very pleased with them. As he slept he dreamt of the day some of the children would go to the Olympics and he dreamt of the day that some would become sports scientists. He dreamed that one day one of his paddlers might be a

professor and he dreamed so much it was soon time to get up for the next day’s training.

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As they always did, the next morning they all first went out for a paddle. The weather was quite warm for winter and they enjoyed paddling next to each other. Each kayak or canoe made a wave and the next one to it could ride on it, like surf riding. It was like going downhill on a bike, although it was a very small hill. It was like birds do when they fly in a great vee shape, helping each other by gliding on the ‘wash’ of the bird in front.

So they took it in turns to go to the front and all the others had an easier ride. They had great fun. When they came back they went for a run and then again after their shower, tea and biscuits they sat around the professor.

“Have you thought about what I said yesterday?” asked the professor.

They had all thought a lot but some hadn't quite understood.

“If we all train the same, will we all get as strong as each other?” asked one of the boys.

The professor took hold of Walter's Silent Bell and Special Cell.

“Of course not,” said the professor. “You must always remember what Walter has told you about the bell. You are all different to start with and you all improve differently.”

“That means,” said the boy, “that some of the other boys will always be better than me.”

“No, no,” said the professor, “they will be able to do some things better than you, but you will be able to do some other things better than them. They are not better, they are different. There are many different cells in our body, they are not better than each other, they just do different jobs. But they all have to work together to keep the body alive.”

The professor had a bag beside him, and out of it he took a chicken that had been cooked, ready to eat. The children were very surprised.

“What's that for?” they asked. “Is it your breakfast?”

“No, it's not for eating,” said the professor. “It's so that I can show you two different types of muscle and why they are both important.”

“Birds,” said the professor, “are the food of animals, such as foxes. If the birds are eating on the ground and see a fox, they need to fly away quickly. To do that, it needs very fast muscle to power its wings. Those muscles are in its breast.”

The professor held up the chicken. “What colour is the breast muscle of a chicken?”

“It’s white,” said the children.

“Well done,” said the professor. “And so you now know that white muscle is fast muscle, because the birds need it to stay alive.

“Now what other colour do you see?”

The children looked and then one of the girls said, “The legs are dark.”

“Well done,” said the professor, “We call that red muscle. It is very different from the white muscle. The white muscle can work very fast but cannot keep working for too long, the red muscle works slowly but can keep working for a long time. Every bird has to perch for a very long time to keep out of the reach of foxes. The power in its legs comes from the muscle, so this time the muscle needs to work slowly, but be able to keep working for hours without getting tired. If it did get tired the bird would fall off its perch and be eaten.

“So both types of muscle are needed at different times to keep the bird from being eaten. The red muscle is not better than the white muscle, the bird needs both red and white to keep alive.”

“Are our muscles like the birds?” asked one of the girls.

“I’m glad you asked that,” said the professor. “It is a very important question.

“White and red muscle are the same in all animals, including the human animal, but what is different about human animals is that their muscles are a mixture of red and white.

“Humans are very strange animals because they have not separated their muscles into red or white as much as other animals or birds. Some people have a lot of red muscle and can run or paddle for a long, long time. Others have mainly white muscle and can move very fast but not for long. The red is not better than the white. People with white muscle are better at short races and people with red muscle are better at long races.

“In your sport of paddling, where you sometimes race in crews, people with different muscles can get together so that the boat can go for a long time because of the people with red muscle, and can go fast at the start and finish because of those who have white muscle. A crew boat is like birds. The people with red muscle are not better than those with white muscle, the crew needs both to be able to do well.

“So, if there is a friend who can't go as fast as you, even when he or she is training, remember not to blame them because it might be impossible for them to go faster. The greatest message about variation, as you know from Walter's bell, is that you should not blame other people. You should try and find out what happens, like a scientist.

“Finally,” said the professor, “I would like to think you all used science to help your training.

“To do that you will need information. That means you must write down what you do and write down what happens. That way you will be able to see how much you improve. You will also be able to look at it with your coach, see if anything is going wrong with the training, and then work with your coach to improve it. You should all have a book to write down what happens each day.”

The books reminded Walter of school. He knew that the children had homework to do and he knew that was very

important. He looked at his watch and said, "I think it's time to go home," and then he held up his bell with the cell and made a little speech.

"We must thank the professor for coming," he said. "Because he

has taught us so much. He has shown us what a scientist is and he has shared his information with us. That is very very important. It is so important I am going to write 'Share' on the cell. It is only by sharing information that we learn things, like how not to damage ourselves in training. It is only by sharing information that we can all improve. So I would like you all to say thank you to the professor."

So they all said thank you and clapped.

It had been a great weekend, they had paddled, been running and had done weight training, but the most important thing they had learnt was to think like a scientist. They had learnt to ask, 'what happens?' They had learnt to reason and not to blame.

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As the spring got nearer, Walter and Mr. Good started to plan to take the children to competitions in England. Every week they had a special race. They sent the slowest off first and the fastest last. That meant that all the people would be trying to catch the others up. Walter, Mr. Good and a lot of the mothers and fathers joined in. It was something they could all do. They learnt how to keep close into the side when they went upstream because the water was slower there than in the middle. They learnt to stay in the middle coming downstream so that they went faster in the flow.

The children were always asking Walter when they could go back to the regatta in England but Walter told them about

another type of race on canals and rivers. He said he would take them to compete in that first.

“Are there lanes, like at the regatta?” asked the children.

“No,” said Walter. “The races we are going to are called long distance races, although for beginners they are only a few miles. Paddle racing is similar to running. In running, there are races on the track and cross country races. The regatta is a track on the water, long distance paddling is like cross country, going along rivers and canals. Sometimes you have to get out and carry your canoe or kayak around a lock, then it really is like cross country running.”

“Do we all start at different times, like we do at Great Futureland?” asked the children.

“No,” said Walter. “There are groups called divisions. The boys, girls and grown up people all race together. After each race the best in each division go up to the next.”

“You mean we have to race against older people,” the children asked. “Isn’t that unfair?”

“Not really,” said Walter, “because it’s often harder for older people to learn, and children are often much faster. You can all paddle faster than me and I am very much older than you.”

So a few weeks later they had their first long distance race. It was in England, like the regatta. They were a bit nervous before the start and some of them started to complain.

“Let’s not moan,” said Walter.

It was one of his favourite sayings and although the children laughed at him about it they usually stopped moaning when Walter said it.

Walter helped them to carry their boats on to the water. He told each child to enjoy the race and said the most important thing was to make sure they kept paddling and finished the race. The starter said go and soon they were off. They didn't have to carry their boats around any locks on this race, but were on the water all the way. It seemed no time at all to the turn and then they were on their way back.

As they got off the water Walter was there and said, "Well done."

They were very pleased with themselves for finishing and Walter was very pleased that they all finished.

A few weeks later they were ready for the regatta. They packed the cars, put their boats on the trailer and off they went to England. They had waited all year to go so they were very, very excited. The first day they started to race and they were having

great fun. They weren't winning races but they were keeping up with the children from England. They were so much better than the year before, because of all their training.

Every time they finished the race Walter said, "Well done."

He had two things he often said: "Let's not moan," before the races and "Well done," after.

After one of the races Walter went to help one of the girl paddlers. He was about to say, "Well done," when she burst into tears.

"What's wrong?" asked Walter.

"I have been beaten by a girl I thought I could beat," she said. "I hate her."

"Oh dear," thought Walter, because he didn't like to see children crying and not liking each other.

He helped the young girl carry the boat off the water, gave her a cup of tea and said, "You shouldn't cry, and you shouldn't hate the people who finish in front of you, they should be your best friends."

"Why?" asked the young girl.

"Well," said Walter. "If you remember what we do to make our muscles stronger, we lift heavy weights to work the muscles, we rest them and they change. If we want to make our heart bigger and stronger we do running to work it, we then rest, and it changes. There are other cells which also need to feel work before they change and they only get that when you compete. So the other girl is like the weights in the gym. She makes you work harder and when you have rested you will go faster. So you see, she helps you to go faster. She should be your best friend."

The girl smiled. Now she could always enjoy the competition and be friends with those she competed with.

Walter thought everyone should know that and so that evening when they were sitting round eating their meal he told them all the story.

"It is very nice if you get a medal," he said. "But you all win when you realise that competition is about improving. You have all improved since last year, so you are all winners."

"I agree," said Mr. Good. "Well done to all of you."

The next day they all enjoyed the competition even more. Walter and Mr. Good had taught them how to train, they had asked the professor to teach them about the science of training, they had taught them how to enjoy competing and given them a dream of one day going to the Olympics.

The children felt how happy Walter was and from then on they called him **Walter the Coach**.

# Walter the Olympic Coach

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**'A few of the older people were wise. They were called philosophers because they asked 'why?' and thought a lot. They sat down and said, "What can we do?" After thinking for a long time one of the philosophers had a brilliant idea. Every four years they would organise a sports festival for the young people and, in between, they would give their time to help them train. Instead of charging at each other they ran in races and instead of using the spears to kill each other they competed to see who could throw it the greatest distance.**

**They called the festival the Olympic Games. All the people enjoyed the 'Games,' they cheered and clapped the young people and made them feel good.'**

# Walter the Olympic Coach

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The young children in Walter's village were always busy. They went to school and Mr. Good kept them busy and after school Walter kept them busy. They grew their paddle shafts, they made their paddles, they built their canoes, they paddled, they swam, they ran and they trained on their bicycles. Every day they got better and better, and the better they became the more they enjoyed it. As they trained their bodies, they gradually understood what Walter and Mr. Good had told them about the shape of the bell and cell.

Walter took them to competitions where they made friends with other young people and together they helped each other to get better and better. After many years they became so good they went to take part in competitions in other countries and they made friends with other paddlers and coaches. They made special friends with the Hungarian coaches, who taught Walter and his paddlers how to paddle in a better way. After many years training and practising what the Hungarian coaches had taught them, they were asked to take part in the Olympic Games and they asked Walter to go with them. He was very pleased.

'Walter the Coach' loved going to the Olympics. He liked to be with his young paddlers, watching them compete with their friends from across the world; he liked talking to the Hungarian coaches who had helped his paddlers: above all he liked the idea of the Olympics. The idea was to stop the young people fighting each other.

It was the same idea that his mother and father and then Mr. Good had known; that if some young people have nothing to do they start to do silly things. Just as in the village where he now lived, a very long time ago the young children had nothing to do. They started to throw stones, break the branches off trees, and became cheeky and called the older people names.

No one helped them. The older people said they were too busy to look after the youngsters. Walter knew how they must have felt, because he had told Mr. Good he hadn't time when he had been asked to help. It was only Mr. Good sharing his garden that had changed Walter's mind.

In those far off days the young people had started throwing stones, breaking branches off trees and being cheeky to the older people. Because the older people had not the time to help they got sillier and sillier. They started to throw stones at each other and they got angrier and angrier. They used bigger and bigger stones and started to kill each other. A great war broke out and they thought of more and more weapons to use. Instead of stones they made spears and swords and that killed even more people.

A few of the older people were wise. They were called philosophers because they asked 'why?' and thought a lot. They sat down and said, "What can we do?" After thinking for a long time one of the philosophers had a brilliant idea. Every four years they would organise a sports festival for the young people and, in between, they would give their time to help them train. Instead of charging at each other they ran in races and instead of using the spears to kill each other they competed to see who could throw it the greatest distance.

They called the festival the Olympic Games. All the people enjoyed the 'Games,' they cheered and clapped the young people and made them feel good.

It was a very good idea and lasted for hundreds of years. Like all good ideas there is always someone out to spoil

them. A new king ruled the land and he decided he would give himself medals without taking part. That spoilt the games for all the young people because they said, "What's the point of training if you can get medals without training and taking part?" So the 'Games' ended and once again people fought and killed each other.

Many, many years later another wise man called Doctor Brookes, who lived in England, read about the Ancient Olympics Games. Like the Ancient philosophers, like Walter's mother and father, and like Mr. Good, Dr. Brookes decided to do something about it.

He organised games every year in his small village. It was not too many miles along the river from Great Futureland and people from all over the world came to see the Doctor and his Games.

One day a famous French Baron visited the games. He was called Baron de Coubertin. He was going to be a soldier but had read about the Ancient Olympics and wanted to bring peace to the world. He was inspired by what he saw in the small village, and what he saw in England.

He went to an English school, where rugby first started. It had once had a famous headmaster called Doctor Arnold. Dr. Arnold wanted to stop boys bullying each other and so he, like Doctor Brookes, taught the boys to play fairly in sport, so that they would know what was right and wrong in everything they did. The French Baron thought the English were very good at knowing what was right and wrong, and that they had found a good way of teaching their young people by what they did when they took part in sport.

He called together the older people from all over the world. He said to them, "We must organise something for all our young people, for if we don't, they get bored, start doing silly things, which get worse and worse and then we all get hurt. We must copy the English and let our children learn what is right and wrong by playing sport."

All the older people agreed and so they started a new festival, a Modern Olympic Games. Every four years the young people from all over the world met in sport. They made friends with other young people, instead of fighting them. Once again all the people enjoyed the 'Games' and once again they cheered and clapped the young people and made them feel good.

Walter went with his young paddlers to the Olympics. They did very well and he clapped with all the other people and made them feel good. He was very proud of them.

Walter had enjoyed sharing his garage, he had enjoyed *sharing*

in boat building, he had enjoyed sharing his time, he had loved being on the water with them and now the children let him share their joy in the Olympic Games. He was very glad that Mr. Good had asked him to help the young people. He was a very happy tortoise. The children saw how happy he was and from that day on they called him, **Walter the Olympic Coach.**

# Walter's Festivals

**Walter posted the letter to London and felt very happy. That night he had a dream that the Olympics came to London and the MAIN Festival for Earth spreading around the Earth in the 21st century, just as the Olympics had spread around the world in the 20th and, that by working together the world, step by step, would become a better place for all life.**

**The Olympic-MAIN Festival in London would be the greatest Festival ever and would start to show the whole world once more what the wise Dr Brookes and the French Baron had tried to do when they started the Olympic Games.**

# Walter's Festivals

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Walter and his young paddlers went to one Olympic Games, then another, another, another and another. Each time they went the Games changed, just like muscles do, just like rivers do, and just like everything in life does.

When the Modern Olympic Games had been started by the wise Baron de Coubertin, he had put a great notice in the stadium saying :-

'The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing in life is not conquering but fighting well.'

The saying became known throughout the world. It was a good saying and the Olympic Games was a good idea. Like all good ideas there is always someone out to spoil them. After a few Olympics some of the people said, "We don't agree with the notice. We say that the most important thing in the Olympic Games is to win. If we win, we will be paid lots of money and we will get rich."

So to get rich they forgot about making friends and instead did everything possible to win. They would cheat whenever they could, and some took drugs to make them feel better, even though they could eventually kill them.

When Walter saw this he was very sad. He knew, that what the wise French Baron had tried to do was not working any more.

The people had forgotten the message. He became very sad and told the people who organised sport in England

what he thought      Of course, just like the story of Dr. Brookes, no one would listen to him, and instead told Walter they didn't want to speak to him any more. That made him very angry; but he knew that didn't help, so he sat down to think.

Perhaps the French Baron's idea could never really work. The Baron had wanted to bring together the young people from around the world, so they would become friends and the wars would stop. He wanted the young people to see themselves as part of a team for all the world. He thought that when they grew up and ran the world, it would be a better place.

But the way the Olympics now worked meant that only a few of the young people came together. If the Baron's idea was really to work, there had to be a better way.

Walter thought and he thought and he thought; just like the French Baron and the philosophers of old. He talked about it to Mr. Good and together they came up with a new idea.

They would hold a new 'Festival' for the young people in the village. They would not build big stadiums, but have the festival on the river and the river meadows, because water was so important to everything in life.

They would use the Bell Boat, so that everyone could take part, they would get all the children to make a paddle, they would organise paddle races, running races, swimming races, cycling races, archery, orienteering with a map and compass, rounders and 'new image' rugby.

Finally, they would have a combined competition for paddling, swimming, cycling, running and archery called a Special Pentathlon.

So Walter and Mr. Good organised the festival for the young people. Mr. Good had many friends in nearby England who taught children, so he invited them to bring their children to

the festival. The children all made friends. They had the best time

they had ever had and said to Walter and Mr. Good, "We must do this every year, and then, as the idea spreads, every child will have 'taken part in the creation of a new festival.'"

Walter said they would, but they must have fun and train for the 'Festival.' To help them remember to train all the year, and know the reason why, he gave each school a prize. Something they would hang in the classroom so that all the children could see.

It was a shield turned upside down. It looked like a bell but it was a Silent Bell and Cell. Its message was in the shape and the words written on it. Walter explained the shield was about fighting, and his games were about improving life. So by turning it upside down the young people would be reminded not to fight but to help each other.

He called the festival, The MAIN Festival for Earth and on the bell he wrote a message, just like the wise French Baron. It said:-

"The MAIN thing is not to win but to train and take part"

So each school had a Silent Bell and Special Cell to remind them of the reason for the Festival.

Mr. Good made every young person a certificate with Walter's message on it. He asked Walter to sign each certificate.

The children made Walter and Mr. Good very happy when they liked the idea of the Festival. It was the same idea as Doctor Brookes's, the same as the French Baron's and the same as the ancient philosophers', but by doing it in a different way, every young person could take part.

Walter often thought about the Olympics and the MAIN Festival for Earth and one day something very special

happened. London, capital of the United Kingdom, decided to ask to hold the Olympic Games. Many other cities across the world wanted to do the same - Paris, Leipzig, Moscow, New York, Madrid and many more. A competition was to be held to find out who had was best to do it. For Walter it was a dream come true! This was a 'special cause' and out of it he realised that some great good in making the world a better place. The moment he found out Walter wrote to the Mayor of London:

Dear Mr Mayor,

I live in the very heart of the United Kingdom and have been to many Olympics with my paddlers. We are delighted that you have asked to hold the Olympics in London and we have an idea about how to win the competition with the other cities from across the world.

Here in this small village, not far away from the village where Dr Brookes, the inventor of the Modern Olympics lived, we have invented a new festival for the children of Earth.

We believe that by working together now we can help you win the Olympics and at the same time create a new world festival for the children of Earth, which will go on generation after generation. It will help to take the ideas of Dr Brookes and Baron de Coubertin across the world and will help to improve the Olympic Games in its task of helping to bring peace to the world.

We know that for you to win the bid you will have to show that the whole of the people of the United Kingdom are united in backing in your bid. The ideas we have here can help you.

As a first step we are writing to invite you to name, launch and become President of a Bell Boat named the "Spirit of London and the Olympics", in London. We have many friends in London and they will be delighted to bring together a crew of children, parents and teachers for the occasion.

With you aboard and leading the way we will invite every Member of Parliament to do the same with a crew from the town or city they represent. We will inspire those crews to set out on a the 'Olympic MAIN Voyage to London' and there hold a regatta with young people from across the United Kingdom. They world will see that the United Kingdom has come together in a common purpose.

We will then send two Bell Boats to every country on Earth and ask them to hold competitions in their schools to start the MAIN Festival for Earth in their country. To help them understand the ideas we will invite two children, two parents and a teacher from every country to the United Kingdom to take part in our MAIN Festival for Earth as London prepares for the Olympics.

We will have shared our ideas with the world, all the world will know and it will give you a story to tell as you compete with the other cities of Earth.

In Great Futureland, once we have an idea, we try it and from then on improve it, then try again and improve it..... These ideas have been tried and improved many times and many Members of Parliament have already been part of the process. We know that they work and we know the process to improve them day by day.

Now, it's up to you. If you want the Olympic Games in London we would love to work with you to inspire all the people of the United Kingdom and the world to back you.

We look forward to you leading the way and to welcoming you on board in London.

Good paddling,

Walter.

Walter posted the letter to London and felt very happy. That night he had a dream that the Olympics came to London and the MAIN Festival for Earth spreading around the Earth in the 21st century, just as the Olympics had spread around the world in the 20th and, that by working together the world, step by step, would become a better place for all life.

The Olympic-MAIN Festival in London would be the greatest Festival ever and would start to show the whole world once more what the wise Dr Brookes and the French Baron had tried to do when they started the Olympic Games.

One day, every child on Earth would make a paddle and every school on Earth would have a Silent Bell and Special Cell. One day, everyone would know about the shape of Walter's Silent Bell and Special Cell.

Everyone would 'take part in the creation' of the MAIN Festival and they would be proud of what they had built to work with the Olympics. He knew it could be done. All each village, town or city on needed was a small river or pond, a meadow, somewhere for the children to sleep or camp, and the older people to help.

Walter dreamt of where he was born in Asunder, which in the past had connected the people of Earth with its bridges and railways. Now a new Asunder was needed where its people saw their future as helping to connect the people of Europe and Earth in a new way. He dreamt of London and a United Kingdom leading the way.

It was a lovely dream and Walter knew how the wise Doctor Brookes and Baron de Coubertin must have felt when they first dreamt of the Olympics a hundred years ago. It was sad that the Olympic Games had over the years changed so much from their youthful dream, but now there was this wonderful chance, this 'special cause', to move forward and for London and the United Kingdom to bring them back to the idealism of Dr Brookes, the surgeon, who wanted to improve the health of all, in body, mind and spirit.

Doctor Brookes and the French Baron were dead now, but Walter knew their dream would never now die. The Olympic Games and the MAIN Festival for Earth would become friendly competitors, working together to improve and improve on what they could give to the world to make it a better and healthier place for all.

The Olympics would be the festivals for those at the very top of sport and the MAIN Festival for Earth would be the festivals where every child would have a chance to train for, and take part in their creation.

The MAIN Festival for Earth, born out of the Olympics and its ideals, would be the festivals that gave the older people of Earth a chance to share their time and wisdom with their children, just as Dr Brookes had shared his wisdom with the young Baron de Coubertin.

They would be the festivals that inspired young people of all ages to 'Train for Life' and aim for the Olympian heights in sport, music, art, writing, and in all areas of their lives, throughout their lives.

They would be Walter's Festivals.



**A Paddle for Life**

**The MAIN Ideas**

