A RESEARCH STUDY of PATHFINDER VILLAGE

Understanding stakeholder perception of the impact of the Pathfinder Village community, philosophy, and culture on the residents and families served.

Conducted 1 May 2012 - 31 August 2013

INQUIRY QUESTIONS
&
DATA ANALYSIS

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GLOSSARY OF TERMS

Appreciative Inquiry (AI): AI is the search for experience and behaviors in organizations which uncovers the success of its people, processes, and environment.

Assimilation: The manner in which one processes a behavioral event in a way of modifying or retaining past beliefs, adapting or adopting new learnings, and using the knowledge in future development.

Behaviors: Behaviors are the mental, emotional, and physical outputs to mental processing involving internal and external representation of the five senses: visual, auditory, kinesthetic, olfactory, and gustatory.

Behavioral Conditioning Model: A conceptual model of the seven behavioral conditioning constructs leading one's development of character, soul, and spirit.

Behavioral Sensitivity: Behaviors are the result of how one processes information using the five senses: seeing, hearing, feeling, taste, and smell. Our ability to relate to one another and describe our experiences comes from our sensitivity to these five processes.

Character: The demonstrable consistency of external behaviors recognized by self and others.

Community: A community is a group of people organized as a “collective we” with a unified goal, synergistic activity, and meaningful purpose and outcomes.

Culture: Culture is the way an organization integrates and practices use of human knowledge, beliefs, and behaviors in its values and operations.

Intended Intervention: A planned organized event that has a designed goal or outcome.

Mental Processing: The introspective reflections on past experiences as they relate to current experience. Our thoughts include introspection of accomplishments to a goal, and understanding of the expectations and feelings of the experience.

Non-Intended Event: An event that is not anticipated, nor controlled by an individual. Our interest is how individuals process these occurrences and learn from them.

Perceptions: An individual's perceptions are the “way they see the world” through their beliefs, current realities and future aspirations.

Self-Efficacy: Self-efficacy is one's perception of his/her worth and value expressed to self and others.

Social Psychological Foundations: The descriptions an individual makes to relate his/her relationships or associations with one's culture, community, family, or group.

Soul: A consistent thought process reflective of one's introspective belief and values.

Spirit: The energy emitted from body/mind connection to the environment.

Traditions: Traditions are the customs and beliefs, artifacts, and stories that are transmitted throughout the organization over time.
STUDY OVERVIEW

Approach

The Leadership Institute at Utica College embarked on a qualitative developmental study to discern the previously unexpressed perceptions of Pathfinder Village stakeholders. The research team implemented an Appreciative Inquiry process to understand organizational practices and uncover key experiences associated with meaningful Pathfinder Village processes and events.

Foundational Model

The research team used the Behavior Conditioning (BC) Model constructs to create inquiry questions to capture stakeholder perceptions of Pathfinder Village life. The model depicts core factors that both enable and disenfranchise an individual to change. The questions provided a basis to distinguish elements of Pathfinder Village culture. The responses provided the language to create a Pathfinder Village Community Model.

Process

The application of the BC Model was believed extendable from an individual perspective to defining the character, soul, and spirit of an organization. Through the study, our initial assumption that organizations, like individuals, are systems that require analysis from within to understand external impact was verified. Further, through comparing interview themes among residents, family members, staff, and leaders, the team uncovered consistent language in describing the character, soul, and spirit of Pathfinder Village.

PARTICIPANT DEMOGRAPHICS

<table>
<thead>
<tr>
<th></th>
<th>Site-wide</th>
<th>School</th>
<th>Residential</th>
<th>Family/Guardians</th>
<th>Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Directors</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Leaders</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>14</td>
<td>9</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers, Specialists, Coordinators, Directors, Nursing, Medical, Residential Coaches, Team Leaders</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td>15</td>
<td>8</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aides, Secretaries, Maintenance Food Service, Program Staff, Team Members</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Other</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family/Guardians/Residents</td>
<td>22</td>
<td>16</td>
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</tr>
</tbody>
</table>

Total Interviews – 128
METHODOLOGY

The Behavior Conditioning Model emanated from a review of 135 research articles in behavior change theories and methods found in 27 psychological journals. The theories and methods were coded and organized in comparable themes and outcomes. Through a Delphi analysis a process map was created to show the relationships and connections of behavioral constructs found in the empirical studies.

The potential applicability of the model to practitioners and organizations evolved from dialogues resulting from presentations and manuscript reviews. Members of the research team in dialogue with Pathfinder Village senior leaders agreed that the model could be an effective tool to guide the inquiry process. This foundational belief came from three key research verification processes:

- Behavioral change theories and models from 135 journal articles were codified through a consensus process into seven categories that led to “construct domains” representative of current behavioral research thought leaders.
- Analysis of the success/failure of behavior change theories/methods through the 135 authors’ research recommendations led to the Behavior Conditioning Model process map and sequence (Hart et al. 2011).
- A Delphi method of analysis with 10 practitioners resulted in the emergence of a descriptive, unifying concept of “character, soul, and spirit” that articulates a development system towards self-actualization.

A key outcome of the study was to provide a systematic approach and process for practitioners to uncover some of the underlying assumptions that individuals make to guide their behaviors. The developmental research approach established a means of extracting meaning from empirical research on behavior change by:

1. Mapping research domains
2. Codifying the findings into cognitive constructs that guide awareness of factors influencing one’s behaviors, and
3. Creating a framework or model interlinking the constructs to test the assumptions with practitioners.
DATA ANALYSIS
CHARACTER, SOUL, and SPIRIT

The concepts of character, soul, and spirit emerged from the analysis of 135 journal articles on behavior change as a crucial defining characteristic of one's self-actualization. The translation to an organizational framework redefines the concepts accordingly.

**Character:** The demonstrable consistency of external behaviors recognized by self and others.

**Soul:** A consistent thought process reflective of one's introspective beliefs and values.

**Spirit:** The energy emitted from the mind/body connection to the environment.

**CORE INQUIRY QUESTIONS**
A. What are the unique qualities or traits of the Village?
B. What core values and beliefs define the Village?
C. Describe the energy and spirit of the Village?

**Character Traits**

**Soul Traits**

**Spirit Traits**

KEY: % of all interviews comments

NOTE: Stakeholder group data merged as no significant variance in data description
DATA ANALYSIS

SOCIAL PSYCHOLOGICAL FOUNDATION

The social psychological inquiry consisted of exploring the perceptions of stakeholders’ engagement within Pathfinder Village, as well as Pathfinder Village’s relationships with external organizations. The consensus of all stakeholder groups was the perception of the rich internal life of the community as “the heart” of Pathfinder Village. This richness was further discussed as Pathfinder’s dynamic contribution to the external community.

CORE INQUIRY QUESTIONS

A. What is the “community” of Pathfinder Village?
B. What are some of the traditions valued by all?
C. How would you define the culture of the Village?
D. How does the organization learn and grow?

Internal Community: Commonwealth Valued Attributes

- All Equal in Discovery: 30%
- Freedom and Independence: 15%
- Home Structure: 15%
- Meaningful Learning Activity: 15%
- Social Family Nurturings: 15%
- Safety Wellness: 10%

External Community: Partnership Valued Attributes

- Work/Play Meaningful Activity: 35%
- Resources: 25%
- Valued Expertise Affirmation: 20%
- Advocacy: 10%
- Relief from Daily Routine: 10%

Key: % of key distributes discussed

NOTE: Senior leaders and staff equally described the internal culture and dynamic as radiating into external environment. Further inquiry with partners could validate this perception.
DATA ANALYSIS

SELF-EFFICACY

Pathfinder’s tradition of providing resources (“...that each life may find meaning.”©), was echoed throughout the 128 interviews. The focus on developing each individual (including staff) to his/her fullest is an unquestionable driving force of the Village. Through educational, vocational, athletic, social, and artistic activities, residents are encouraged to engage in the community as well as contribute their gifts to the community. The inquiry structure of each stakeholder group led to diverse responses as the research team sought to understand what the stakeholders appreciate of Pathfinder Village’s impact on their lives. A unifying theme was the value of each individual contribution to continuously grow and create meaningful value to the good of all.

CORE INQUIRY QUESTIONS:

A. How does the organization support your personal development and mastery?

B. What does the organization do to promote value of each individual?

**Family/Guardians**
- Resident Counselor Contact - 25%
- Medical and Behavioral Specialist - 20%
- Senior Leaders - 15%
- A Specific Staff Member - 15%
- Kennedy Willis Literature Publication - 13%
- Service Coordinators - 12%

**Residents**
- External Trips - 30%
- Families - 25%
- Staff Members - 20%
- Home & Counselors - 15%
- Structure Routine - 10%

**Staff**
- Leadership Connections Information - 25%
- Residents Motivation and Engagement - 25%
- Family Connection - 18%
- External Connections - 12%
- Kennedy Willis Training - 13%
- Mentoring, Peers, Others - 7%

**Senior Leaders**
- Engagement with President - 30%
- Sr. Leaders Communications Process as a Team - 25%
- Self-Learning (Conference and Training) - 20%
- Kennedy Willis Educational Forum - 15%
- External Resources - 10%

KEY: % appreciative interaction and action
DATA ANALYSIS

BEHAVIORAL SENSITIVITY

The Behavioral Conditioning Model as a foundational tool is based on awareness and understanding of how one processes information through the five senses: visual, auditory, kinesthetic, olfactory, and gustatory. While all of the senses are uniquely used in how each person thinks and feels about occurrences in his/her life, the Pathfinder Village community provides a “learning laboratory” to enable staff to become acutely aware and responsive to resident behaviors as well as other stakeholder demands. The diversity of engagement resulted in four sets of inquiry questions.

CORE INQUIRY QUESTIONS

A. Family/Legal Guardians: What are the most important connections Pathfinder Village provides?
B. Staff: What connections and support have you appreciated of other staff, leaders, other?
C. Leaders: What have you appreciated from others in support of your leadership and development?
D. Residents: What are your favorite Pathfinder experiences and why?

<table>
<thead>
<tr>
<th>Senior Leaders (Appreciates)</th>
<th>Staff (Appreciates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engagement in planning and development</td>
<td>1. Having senior leaders visit and execute policies uniformly</td>
</tr>
<tr>
<td>2. Support from one another</td>
<td>2. Being included on things</td>
</tr>
<tr>
<td>3. Following through with agreements</td>
<td>3. Involvements in two way engaging meetings</td>
</tr>
<tr>
<td>4. Settings standards and following through with performance</td>
<td>4. Reward, recognition, feedback consistently applied (vertical and horizontal)</td>
</tr>
<tr>
<td>5. Reward and recognition among leaders</td>
<td>5. More resident opportunities with mentoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family/Guardians (Appreciates)</th>
<th>Residents (Appreciates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resident happiness and holistic experiences</td>
<td>Caring and engaging relationships</td>
</tr>
<tr>
<td>2. Communication of resident experiences and issues with follow up</td>
<td>Patience and support in successful accomplishments</td>
</tr>
<tr>
<td>3. Relationships with staff/leaders</td>
<td>Family structure and guidance</td>
</tr>
<tr>
<td>4. ISP/IEP engagement and reporting</td>
<td>Creative “can do” attitude of staff and partner organization</td>
</tr>
<tr>
<td>5. Communication of Pathfinder Village organization</td>
<td>Ability to contribute and recognition</td>
</tr>
<tr>
<td>6. Contribution and feeling a part of the Village</td>
<td>100%</td>
</tr>
</tbody>
</table>
DATA ANALYSIS
NON-INITIATED EVENTS

The idea of creating life paths and pathways of growth and development is inherent in the Pathfinder name. The interviews presented the concept of creating psychological, social, and educational paths that enable staff, residents and families to explore. The IEP and ISP processes are examples of paths. The Pathfinder Village sidewalk structure is another example. An expression of ongoing day-to-day energy and dynamic engagement was expressed universally by stakeholders. The interviewers inquired of stakeholders’ perceptions of content and process.

CORE INQUIRY QUESTIONS
A. What are the significant events, activities that are meaningful to all?
B. How do you address the day-to-day demands in a calming, growth-filled dynamic?
C. What does the organization do to address changes in plans, resources, and unexpected issues?

<table>
<thead>
<tr>
<th>Content Importance</th>
<th>Valued Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 150 external community linkages and experiences</td>
<td>IEP/ISP</td>
</tr>
<tr>
<td>mentioned</td>
<td>Development &amp;</td>
</tr>
<tr>
<td>2. School and post-secondary education activities</td>
<td>Communication</td>
</tr>
<tr>
<td>3. Planned consistent scheduling commitments</td>
<td>30%</td>
</tr>
<tr>
<td>4. ISP/IEP linkage</td>
<td>Family &amp; Staff</td>
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<tr>
<td>5. Unrelated story or response</td>
<td>Creativity and</td>
</tr>
<tr>
<td></td>
<td>Support</td>
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<td></td>
<td>Behavioral</td>
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<td></td>
<td>Intervention</td>
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<td></td>
<td>Support</td>
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<td></td>
<td>Collaboration</td>
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<td></td>
<td>in Working</td>
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<td></td>
<td>Together</td>
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<td></td>
<td>Resource</td>
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<tr>
<td></td>
<td>Prioritization</td>
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<td></td>
<td>Speed &amp; Ability</td>
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<tr>
<td></td>
<td>Reacting to</td>
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<tr>
<td></td>
<td>Change</td>
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<tr>
<td></td>
<td>Other</td>
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</table>

KEY: % of respondents valuing processes mentioned
DATA ANALYSIS

INTENDED INTERVENTION

The intended interventions were identified by senior leaders at the initiation of the study. The four areas below were considered key initiatives that the senior leaders sought feedback on from staff and family/guardians. These areas were addressed by specific questions asked of the 77 staff and 22 parents or guardians.

<table>
<thead>
<tr>
<th>Education Continuum</th>
<th>Care Philosophy</th>
<th>Community Neighboring Partnerships</th>
<th>Advocacy/Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 school</td>
<td>Relationship building</td>
<td>Town</td>
<td>Federal/State</td>
</tr>
<tr>
<td>Lifelong learning</td>
<td>Professionalism</td>
<td>Non-profit partners</td>
<td>Grants</td>
</tr>
<tr>
<td>Vocational programs</td>
<td>Family-style living</td>
<td>Businesses</td>
<td>Informed practice</td>
</tr>
<tr>
<td></td>
<td>Self-determination</td>
<td>Colleges</td>
<td></td>
</tr>
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</table>

CORE INQUIRY QUESTIONS

EDUCATION CONTINUUM
What are the valued core components of K-12 and lifelong learning initiatives?

1. School programs enticing local and residential mix of students 80%
2. New programs (i.e., Just Roots) that create venues for non-adolescent residents and external students 70%
3. Enhanced facilities and programs in vocational education 60%
4. Regulatory changes in educational programming, financial remuneration 30%

CARE PHILOSOPHY
What is the value to you of the teaching family model?

1. Do not know, would like more communication 90%
2. Sessions hold good value and clear examples 30%
3. Potential impact to bring us all together valued 20%

COMMUNITY NEIGHBORING PARTNERSHIPS
What is your perception of external partnerships with community and business?

1. Business partnerships are strong, but it's difficult to sustain resident work opportunities 80%
2. Community is not formally aware, not increasing interest 60%
3. Village leadership is effective in cultivating external funding and other resources 40%
4. Kennedy Willis Center - driving linkages positive to date 30%

ADVOCACY/RESEARCH
What are your perceptions of Pathfinder Village board and leadership in advocacy and research?

1. Dynamic leadership as advocate for Village in federal, state, and local policy, fundraising, and relationships 75%
2. Kennedy Willis Center greatly enhanced relationships in research study, contacts 65%
3. Board engagement and support 40%
4. Community support and engagements 35%
DATA ANALYSIS
MENTAL PROCESSING

Mental processing refers to a thoughtful dialogue of mental and emotional experiences that is a discerning integration practice among staff, residents, and families. The importance of reflection on activities and events has been referred to as an “endearing” feature of Pathfinder’s learning process. Life experiences, stories, and journeys are enhanced through reflective engagement that serves to celebrate accomplishments. All stakeholder groups universally described the importance of traditional storytelling and dialogue among the community.

CORE INQUIRY QUESTIONS

A. How do we review activities and events?
B. How do we find meaning in everything we do?
C. How do we evaluate our accomplishments?
D. What do we do to promote organizational learning of all of us?

Stakeholder Perceptions of Our Learning

- Leadership Events - 30%
- Appreciative, Caring and Culture - 15%
- Family Connection - 15%
- Feed Forward Process - 15%
- Tradition of Service - 15%
- Open Forum and Dialog - 10%

KEY: % of respondents’ appreciative comments
DATA ANALYSIS

ASSIMILATION

The Assimilation element refers to the process of mindful connecting the past, present, and future patterns of behavior to one’s perception of character, soul and spirit. For the purposes of creating the Pathfinder Village Model, this construct represents how the organization’s leaders and staff engage in a new tactic, strategy or process. The stakeholder groups concurred that the way Pathfinder Village assimilates activities and events is through the evolutionary values and beliefs of its traditions.

CORE INQUIRY QUESTIONS

A. What are the ongoing underlying principles that guide us to mindful change?
B. What subtle and explicit adoptions have we made to our organization to enhance character, soul, and spirit?

Stakeholder Perceptions of Impact

- Storytelling Examples from all Stakeholders - 40%
- Contribution Reward, Recognition - 15%
- Events, Activities, & Promotion Communication - 15%
- Experience and Knowledge - 15%
- Review Meetings and Documents - 15%

KEY: % of stakeholder defined responses
DISCUSSION & SYNOPSIS

DISCUSSION

The value of congregate living for individuals with disabilities has been discussed frequently by researchers, service providers, and families over the past 50 years. The question of whether such environments are “inclusive” or “segregated” by their very nature has been a common debate. Individual perceptions of inclusivity or isolation of congregate living communities continue to influence decisions by policy makers, funders, families and others who guide the provision of disabilities services at the local, state and national level. For many individuals and families that have directly experienced planned community living for a family member with a developmental disability, the benefits of friendships, community, and life quality in a planned community setting far outweigh concerns of perceived segregation.

This study has explored the perceptions of 128 stakeholders including family members, staff, and leaders of Pathfinder Village, and the residents themselves. Since opening as a planned residential community for individuals with Down syndrome in 1980, the Village has served more than 150 children and adults with intellectual disabilities. A consistent theme throughout the Village’s history has been countless, individual stories that demonstrate how the Village supports a vision, “…that each life may find meaning.” While the research team did not set hypotheses, the team did assume that a structured interview process based upon the Behavior Conditioning Model could uncover valuable elements of the Pathfinder Village culture.

The Pathfinder Village study sought to identify those aspects of the planned community experience that create life with meaning for its stakeholders. Using an Appreciative Inquiry model, core inquiry questions included: What are the unique qualities or traits of the Village that are valued by its stakeholders?; What core values and beliefs define the Village?; and How do stakeholders describe the energy and spirit of the Village? Together these concepts were believed to represent the “character, soul, and spirit” of the Pathfinder Village community.

SYNOPSIS

The study findings provide a consistent depiction of the Pathfinder Village experience as an equalizer in enabling and fostering individuals with intellectual disabilities, family members, staff and leaders to actively engage as members of a supportive community that has endured for more than 30 years. The further review of stakeholders’ perceptions through dialogue verified several themes and constructs that reveal the evolution and flow of valued Village processes. These constructs lend themselves to several implications:

- The shared experiences, valued contributions, and commitment to positive life journeys of its members shape the character, soul and spirit of the Pathfinder Village community. Seven recurring themes resonated throughout the interview process: leadership, community, traditions, equality, ongoing discovery and independence, a strong sense of contribution, and family focus and connectivity. The Pathfinder Village Community Model can serve as a guide for creating quality life experiences for individuals with disabilities. An organizational model emerged from the study that is a replicable framework of organizational processes and pathways for multiple stakeholder groups.

- Pathfinder Village is an equalizer of personal worth, engagement, and contribution for all of its members. Stakeholder groups all spoke the same language of community, values, and beliefs that enrich personal connections, safety, freedom, and respect for each person’s value. Pathfinder Village has sustained its rich existence through an internal belief system guided by tradition, visionary leadership, and evolutionary growth.

- Other organizations can achieve sustainable excellence through internal belief systems that are similarly guided by their own traditions, visionary leadership, and continuous innovation; “…that each life may find meaning.” is a resonating, collective voice that supports the Village’s continuing and successful evolution.
STUDY IMPLICATIONS

The study identified multiple aspects of the Pathfinder Village community experience that were most impactful in supporting positive growth and development for individuals with disabilities, their families, staff members, and volunteers associated with the organization. It also confirmed the presence of core elements of the Village community model that align most closely with the Behavior Conditioning Model, including those interventions that have influenced, and continue to positively influence, the life experiences and learning of stakeholders. The study results offer strategic planning and organizational improvement opportunities for various constituencies that are concerned with supporting quality life outcomes for individuals with disabilities.

Implications for Policy Makers, Funders and the Disabilities Community

The World Health Organization (WHO) has defined quality of life as an “individual’s perception of their position in life in the context of the culture and value systems in which they live.” WHO further explained quality of life is a “broad ranging concept affected in a complex way by a person’s physical health, psychological state, level of independence, social relationships, personal beliefs, and their relationship to salient features of their environment.” In light of this definition, the study results offer the opportunity to broaden the definition of “least restrictive environment” for individuals with disabilities, and for those who influence their quality of life. Least restrictive environment must not be defined as where a person receives services or engages in life experiences; it must be about the positive and meaningful outcomes that come from their life experiences. The planned community model is not more restrictive by design. From the study results, the planned community experience cultivates key quality of life outcomes for individuals with disabilities including:

- A sense of community
- Equality
- Contributing and having sense of purpose in day-to-day life experiences
- Discovery

The study results, including the Behavior Conditioning Model and the resulting Pathfinder Village Community Model, can serve as a comparative guide for further research to assess the positive influences and life outcomes for individuals with disabilities that are supported in other types of residential settings (community based living, supportive living, group homes, etc.).

Implications for the Pathfinder Village Community

The study results provide a new internal voice for Pathfinder Village that can guide decision-making and performance evaluation. The Pathfinder Village Community Model identifies seven core elements through which strategic planning, support operations, and staff and organizational assessments can be aligned and prioritized. It offers a clear path for leadership to address opportunities for improvement, as well as to empower residents and staff to accomplish all that they are capable of at Pathfinder Village.

The elements confirmed as part of this study offer a common language that Pathfinder Village can incorporate into training content for its employees, for external communications to key partners and referral sources, and for celebrating the many Pathfinder Village stories of individual success. The Pathfinder Village Community Model is a compass to guide the organization's continuing expansion and evolution of supports to a wider, diverse constituency. The Model’s elements and language offer a unifying force for the Pathfinder community in its continuing mission to assure “…that each life may find meaning.”

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