

Chapter

4

An Introduction to
the Field of the
Leeuwin II Tall Ship

4.1 Preamble

With the square-rigged masts towering over 30 metres of its deck, the Leeuwin II is a majestic 55-metre three masted craft. Built in 1986 at Coogee (Western Australia) primarily for youth adventure training, she carries a professional crew of five, eight volunteer crew and up to 40 young people known as trainees on voyages as they sail along the Western Australian coastline. During the day, trainees are divided into groups known as watches with a watch-leader, who is an ex-trainee. At night, they sleep in bunks in cabins that have either six or eight pipe-cot style bunks arranged in tiers of two or three (Gordon et al 1995). Shorter day sails are also offered that accommodate up to one hundred and thirty passengers (Leeuwin 2013).

Based in Fremantle, the ship docks in B Berth alongside the office housing the non-profit organisation. The Leeuwin Ocean Adventure Foundation (LOAF) relies on volunteers, and public and private donations and sponsorship to promote positive youth development through participation on the Leeuwin II tall ship. Their mission “is to inspire young people to realise their personal potential and make a positive contribution to the wider community, through the unique medium of a tall sailing ship” (Leeuwin 2013).

This chapter introduces the field of the Leeuwin II tall ship. While the field essentially refers to the environment of the ship, what the two Board members provide is a brief history and philosophical overview of the organisation. The chapter thereafter provides a description on what happens on board through the narratives of twelve Leeuwin II workers and volunteers who are from here on referred to as Leeuwin workers and my journal as trainee. The chapter concludes with the workers’ views on what personal outcomes trainees may experience and then why and how they think this happens. To protect their

identity, codes are used; Board members are referred to as B1 and B2 – Leeuwin workers as LW1 through to LW12.

What these perspectives contribute is a unique insight into the relationship between the trainees and the Leeuwin II tall ship. Board members have a depth of knowledge through their association with the organisation that is invaluable, particularly as one is a founding member. Sailing with trainees, Leeuwin II workers are privy into their experience. But also, they have an understanding of the program, too. This means they are in a position to discuss the field and its many layers, including what they understand personal development trainees experience and how and why they think this occurs. Finally, the inclusion of my journal provides a day-to-day insight into the experience of a six-day voyage.

Clearly, there are many benefits to include these different perspectives in this study. First, including different stakeholders (Neill 2006) can contribute to addressing any gaps in this area of research. Furthermore, in an area of investigation where there is no universally agreed upon model (Paisley et al 2008), what they say has potential to contribute to the comparative approach underlying this analysis. For example, provide insight into the values and other characteristics of the Leeuwin II program's effectiveness (Neill 2006); and provide an opportunity to test what trainees' claim about their self-fulfilment, and therefore increase what is known about the impact of the voyage on them (Pikea and Beamesb 2007). However, given Leeuwin II workers' accounts about how and why they think the Leeuwin II experience works for trainees are based on observation, as LW2 puts it, "It is hard to tell without them actually straight out telling you", these are understood as their own views into the experience of trainees, and is for this reason is relatively brief.

Nonetheless, these accounts launch this research journey into the relationship between trainees' personal development and the field of the Leeuwin II tall ship.

They also provide a wider lens to view trainee perspectives of their relationship with this vessel and their personal development, contributing to the overall comparative analysis with the trainee perspectives that follow in chapters five, six and seven. In this chapter and the subsequent three, to strengthen the meaning of what they say, I use their own words (Newman 2006).

4.2 Board Members: Introducing the Field

B1 is the founding member of the Leeuwin Ocean Adventure Foundation (LOAF) and as such, the knowledge he has relating to the establishment of the Leeuwin II tall ship provides valuable and unique insight into this field. This is an involvement resulting from his concern for young people's personal development that spans back over thirty years. It was at this time when he first recognised a benefit in creating a vessel to, as he says, "try and develop people mentally... more than physically"; a sentiment reflecting 'The Outward Bound ... character through adventure'. He continues and explains:

Ah, well you know and I had heard about square riggers for young people and England in some ways lead this ... in the post war era, England ... had this history of the Outward Bound thing ... but they didn't then ... have a sail training ship as such ... so they ... built 2 square riggers a little smaller than the Leeuwin ... called the Sir Winston Churchill and Malcolm Miller ... in 1974, I started writing around the world and I got a very nice film back from the British people ... called ... New Horizons. It is all about a voyage on the Malcolm Miller and ... these 2 lads are sort of on the, on the deck of this coming into harbour after 2 weeks at sea and they, they said whatever else it has done, it has given us a new horizon.

The trigger to create reality of his dream to build a square-rigger – tall ship – for the benefit of young people and their personal development was when the Western Australian Government gave \$62,000 to a group connected with Alan Bond’s attempt to win the America’s Cup. “That was the trigger because I thought well if they have got that sort of money for that sort of thing what about the youth?”

Fund raising and a collaboration of community followed. In December 1984, building commenced and 22 months later, on 2 August 1986 the ship was launched and was commissioned in September that year. Of interest, it was christened ‘Leeuwin II’ rather than ‘Leeuwin’ because a vessel in Queensland is already known by this name. A disappointing circumstance for B1, as he reflects; “... fair dinkum I’m looking forward to the day when they will agree, but nothing when we can just call it Leeuwin.” It is clear B1 is passionate about the Leeuwin II tall ship and the benefits experienced by the young people she carries on her.

B2’s background with LOAF ranges from trainee, a volunteer, the Chairman of the Volunteer Association, Acting CEO, and now a Board member. She comments:

It provides I think a reasonable depth of understanding ... of the organisation. And, my involvement is not because I am interested in ships or sailing, although they are very romantic and the ship is beautiful and it is wonderful going out on her and all of those things but I am only involved because of the outcomes that the ship can deliver in terms of youth development.

Her passion as she talks about the ship and its relationship with developing young people is also evident in her words:

Young people develop ability to independent thought and to work as a team, to lead a team to be a team member ... to appreciate other people's points of view. All of those sorts of skills are the ones that we are really ... teaching whether through osmosis or, or through some more direct methods on the ship. They're the things the people step off the ship knowing better than when they stepped on. It is such an extraordinary educational platform being out at sea ... they are taken from a comfort zone even if that comfort zone is a dysfunctional family it is still a comfort zone or it can be ... a highly functioning family and this person could be a high achiever ... you spend so much time in close proximity to people that you possibly wouldn't take the time to speak to if you were on the bus next to them or you know a hundred other different situations but you are given the opportunity to really get to know and understand other people and other people's points of view, other people's issues and people have such extraordinary issues ... it brings up kids who have never been entrusted with um, well anything really ... they can be lifted up into an environment that they are an equal and they are accepted.

Interestingly, she recognises the field in terms of a rite of passage. As she comments:

It is almost like a rite of passage, that is, if you are a fourteen to seventeen year old, one of the things that you really want to do, is ... a Leeuwin voyage because it is recognised as something that really does enhance your life skills at that age ... I think it is a, a rite of passage in terms of a maturity that you can get when you're on board with a bunch of people that you don't know from Adam, and you actually are living in very close quarters ... there's nowhere to escape, you haven't got your, your game boy or your iPod or your DVD player and all of those things that you have

in modern life you are actually there having to communicate face to face with people. I think it is becoming increasingly important for young people to have and build those skills because it is so easy the kids now just totally tune out ... from friends, from society and you can't do that on Leeuwin.

4.3 Leeuwin II Workers: Describing the Field

When workers discuss the Leeuwin II field, they often describe how sailing on it can be both confronting and intense for trainees when they first come on board – something that is also reiterated in my journal below. LW1 describes it like this:

Quite often as a general thing people get on they have no idea of what is going to happen to them, and by the first day their totally gob smacked because the first day is really full on and we really give people a lot of information which we only expect them to retain about 50%. So by the first day trainees are wondering what they have got in to.

LW2 conveys this, too by saying:

... on the first day the watches quite often ... just sort of taking it all in because it is a lot of information on the first day, for a couple of days, to take in ... They ... start off on the training rotation that is very, very full on. They also have to contend with sleeping patterns and interrupted sleep and that's even before people start feeling seasick!

From then on LW1 explains:

First of all everyone goes, 'oh my god I can't believe I'm in this!' and then they start forming as a group and then they start ... figuring what they're

doing and get comfortable with all the things that we ask them to do with all the new rules we give them and then they start to play. They get to play then.

LW11 puts it like this:

It is very, they go through a few like there are a few phases they go on you can tell the first day they are all very apprehensive. They have no idea what we have got in store for them. Most of them never done anything like this before in their lives and they have no idea what the deal is basically ... and then by the end of the first day they are just starting to relax, they are not so uptight, they are starting to be able to talk, like get used to the idea of living in close quarters with people and having to talk to people you have never met before.

Often workers refer to the trainees being taken out of their comfort zone when they come on board. As LW12 says:

Like there are so many little ins and outs of the actual boat and the program and the way it is set up that, they are definitely out of their comfort zone. I mean it is a boat you can't get more than three meters away from anyone, for a full five days and so it is sort of this whole new living environment and vice that you are dropped into and so yes definitely out of their comfort zone but at the same time I think like they still feel safe enough.

Even if some trainees know each other, they are separated into different watches to break their sense of comfort. This is because, as LW2 explains, “they split groups up in the watches so they don’t sort of sometimes they, because they are comfortable around each other they hold each other back in a way.” From LW2’s point of view, this might be explained by saying:

Like how we went out the other day before where when you couldn't see land in any direction. That's another part of breaking the comfort zone and

you can go so far out and you have to try and break that comfort zone to the point where everyone is at the same level.

They describe the environment as a supportive one, too. This can include relationships with authority figures – crew/workers/volunteers and other trainees on board. For example, LW3 points out that:

The people that are on board make it that way themselves also. I mean I and other watch leaders will be supportive but I also see in doing so, so are the rest of the watch. Now we all have to work together when we are up on the yard furling sails and that in itself builds character in the people who are on board. I can be up there and I will say you know if you don't feel comfortable doing this you don't have to. Nobody else in the watch then turns around and says what is wrong with you you big girl why couldn't you do it? Everyone is the same. They are like well if you didn't do it don't worry about it.

LW8 says:

Like you have the permanent crew who are really, really good with how they manage people, how they manage trainees and all that sort of thing. And on top of that, you have the voly crew and there is sort of like an atmosphere around the Leeuwin. Pretty much every person you meet will be easy to get along with. You can have good laughs with them even, like even if you are not, you don't know them that well. And if, like at the beginning the trainees don't know what to expect but you kind of face, they come on the ship, they start kind of learning about things and they see that it's the atmosphere is just so different.

Relationship building between trainees is also described as a period of bonding. As indicated by LW11 who says:

There is definitely, believe it or not I think the period of bonding actually comes at the same time as the period of being seasick. A lot of kids I know are great mates at the end because they spent four hours sitting next to each other throwing up over the side ... And even though a lot of the time they are not talking but it is little things like one will go and try and go get a cup of water for the other one and then and get a jumper for them or whatever ... But it is little things like that but, then both being at, what they feel like at the time is the lowest point of their lives and they are at the lowest point in their lives together is very much I think does create a very strong bond between people.

The idea of support is also associated with the environment being understood as a protective one. LW9 says:

Yeah. It builds people's ability because Leeuwin is such a protective environment in terms of, if someone say a little odd or a little strange or like, like social quirks I suppose, yeah, in school situations and various say normal situations, people are very, very picky and often be made fun of and all that sort of thing. Whereas Leeuwin is often a well can you give us a hand and if so you're a great person. Like it's, it is less about what you can't do but more about what you can do and what you can provide and that makes, especially people who might feel a bit socially awkward feel a lot more comfortable.

Still support continues to be raised, this time in relation to teamwork. As LW6 describes:

From getting on as a bunch of individuals, they have gotta work it out and they have gotta be able to socially interact with other, other people in such a way that, at the end of the day that everything gets done. And they find out very quickly I think that nothing they really do they do on their own.

Even cleaning, even making their own bunk in the morning if you have got someone to give you a hand, then you help them with theirs, life is made so much easier.

The value of teamwork and support is also acknowledged by LW8 who made the point:

Yeah. It is just all accepting, all encouraging and you just ... and especially with the whole thing of sailing, you can't do it on your own. You need a group of people and you need people working together and you need respect for the people who are making the call and things like that. It just seems to work. You understand that is what you need here. It all happens.

In fact as LW11 says, "... literally I don't think there is hardly anything on the ship that you can do on your own with one person ... You certainly can't set a sail on your own. No, there is nothing you can do on your own."

LW3 puts it this way:

... if you haven't had a lot of support, and you are used to doing things on your own you have to learn to ask for help because you cannot do everything on your own. It is impossible to set a sail on your own. You must work with other people. So regardless of who you are or where you are from, being on board this ship, in our culture anyway in Australia with the way I've found growing up, develops the leadership skills, the team building skills, and just your own personal development in challenging yourself. The challenge that it puts you to get, you cannot get off this ship. You know when you are sea sick and it is rocking all over the place and the sails need to be set, you can't just say you know what I have had enough, I am getting off and I am going home. On here, you got to help out, you have

got to work. You won't feel any better if you are sitting in the corner. Nothing is going to go away.

There is a connectedness with the wider environment that is recalled by LW12 as well. While his account refers to young Singaporean and not Australian young people, it is still relevant to describing the Leeuwin II experience. As he explains:

We sort of were sitting on the beach and you could just see that these kids like all of their life experience in living in Singapore and having the money and stuff, one of them was like dumb founded, I mean I've lived in Esperance my whole life and like I still remember it as an amazing afternoon. You could sort of see them go, wow we didn't expect this at all like it was just amazing like landscape and this situation just saying you are really special and you can sort of see that, that sort of goes beyond expectations and what they thought it was all going to be about.

LW1 also recognises the connectedness and describes it in relation to challenging and fun activities that provide a contrast to trainee's everyday lives of technology. She says:

I think, yes, they can make a whole connection and they can start a whole new family and whole a whole new group of peers ... peer friends that are doing something that is fun and exciting and challenging and, it is not watching TV or playing game boy or going out and drinking.

Activities such as, working in teams, cleaning the vessel, climbing masts, steering the ship, are also part of a challenging Leeuwin II environment that the workers discuss. This also implies responsibility and risk, too. In fact, as LW4 says:

One of the things that we try to encourage on the Leeuwin is that everyone gets a turn to steer the ship. Now, it probably takes half an hour to get the feel of turning the wheel and following the compass. That's the easy part of it but when it is 2 o'clock in the morning and they're by themselves on the wheel and they maybe have got the hands of 50 people in their, the lives of 50 people in their hands, they have been put maybe for the first time in their lives in a position of responsibility.

However, as he goes on to say, "The whole time they are being very closely monitored; it is the aim to challenge trainees in a safe environment."

LW2 reinforces this by stating, "The mission of the Leeuwin is to challenge the youth of Western Australia and thinking in many cases that happens over the course of the voyage whether we deliberately facilitate it or not ... because we ... make sure that it is a safe environment for everyone."

The phrase associated with Leeuwin II is 'challenge by choice' and as LW11 says:

Realistically the more you put into the voyage the more you get out. And I know this one has been done to death, everyone says that but it is actually true. You can sit around and do a bit of a half half job frankly and, try and get out of working as much as you can and the people who do that at the end of the voyage if they are stuck with that attitude throughout the whole voyage they are less different when they leave. I mean it has been a fairly indifferent experience for them.

But the challenge associated with the Leeuwin II environment is not always by choice. For example, this can be hardship as suggested by LW5 as "sea sickness, heights, meeting new people and losing control because you have to learn things from scratch again." LW12 says, "Even the fact that you have a sea

shower where you like you wet yourself down with a hose shower off wash yourself with soap and then rinse the soap off and that is your shower ... Like, my gosh like what is this?" can be considered challenging. LW11 discusses the importance of challenge and a sense of achievement. In relation to seasickness, LW11 says:

Everything is horrible because they are really ill. Then, after twenty-four hours or so they get over that and it's probably definitely the happiest time of the voyage because everyone is just so ecstatic that they are alive ... Their energy is Amazing because everyone is just so happy that they have pulled through this horrible period of seasickness.

What Leeuwin II workers say well introduces the Leeuwin II field. From their descriptions, they provide an insight into the many aspects of it. Voyages for trainees are filled with adventure, excitement, challenge, the unknown and more.

Indeed, my own experiences sailing as trainee continue the themes above and in many ways consolidate how Leeuwin II board members and workers describe the Leeuwin II tall ship experience. This is on a day-to-day basis so provides a more detailed and personalised understanding of it.

4.4 My Journal

My voyage is six days long. I am accompanied by my niece, as I was required to have a 'carer' to sail with me due to my vision impairment. We flew in from Melbourne the previous evening to join the voyage departing the following morning from Fremantle to Fremantle in November 2008. We sail with five crewmembers, a program coordinator who also acts as one of the three watch leaders, three trainee watch leaders and twenty-five other trainees. Train-

ees are aged from fifteen years to sixty something years old. There are several African trainees as well as one indigenous trainee. Gender is equally distributed.

4.4.1 Day 1

With anticipation and excitement about our impending voyage, we gather with the others on the wharf before being taken on board the Leeuwin II tall ship by our watch leaders. First we are shown our cabins where we choose our bunks and stow our bags. According to my niece, our cabin is a capsule! She isn't wrong. There is enough room to walk between two triple bunks and a small-netted area at the end of our beds where we put our bags. Then we go back up on deck and are introduced to the crew and other workers. We are given a brief introduction into what to expect on board. We are told that Leeuwin II bases its principles on challenge by choice; the more you challenge yourself the more you will get in return. We are divided into groups known as watches. There are three watches with nine trainees in each. My niece and I are assigned to the blue watch. Each member is partnered up; my niece and I are responsible for each other during the trip. Our watch is taken to our special meeting place on deck – known as our muster station. It is here where we will meet as a watch throughout the voyage.

Now we get to know each other through playing a few games. We throw a toy rabbit to each other, 'bin bong boppity boo,' 'zip and zap' are all games where we have to name everyone in our watch. I am hopeless! I have never been very good at remembering names. I also notice that other trainees do not include me as much as the others in this activity. This didn't surprise me though. I am used to people being hesitant or even shy with me when they first meet me. They must have been wondering how I would catch something I cannot see! Absolutely understandable.

Lunchtime already! After we had eaten, up on deck we go again and we are issued and put on safety harnesses. We must always wear these harnesses any time we are on deck and off anchor sailing. One of the activities and/or challenge we are given is to climb the masts! Though if we want to climb, we all have to pass a fitness test, this was by hanging by our hands suspended from a rope for 15 seconds. I give it a go but fail miserably! I only last about five seconds I think. My arms have no strength. But I am encouraged to try again later. As the day proceeds, I become more and more exhausted. This is physical as well as a brain drain as I try to get my head around all the new terms and processes that come with sailing a tall ship. I am wondering if I will ever learn it all!

This afternoon we are at the helm where we all have a turn at steering the ship. I didn't expect that this would be something I would be able to do but I am invited to have a turn as well. In an attempt to help me keep course my watch leader asks me to turn the wheel one revolution to see if it corresponds to one degree on the compass. Unfortunately, it doesn't and because I cannot see the compass, I cannot participate at the helm later on in our voyage. While I am disappointed that I cannot participate, at the same time I feel very happy that I am included as fully as possible. It would have been very easy for the workers to assume that I cannot participate in steering the ship and not have tried to include me at all.

It's dinnertime before we know it. After we finish eating and the dishes are done we all gather in our watches in the saloon. Sitting around the table, we get to know each other. We are given problem-solving tasks. We are also asked to record what we would like to achieve from our trip. Mine is a little unusual – it is to be able to get around the ship on my own. At this point, I am not clear of the ship's layout and am relying on my niece for mobility. Others wanted to

climb to the top of the highest mast or understand the terminology, or know how to set and furl the sails.

What I notice today is that there is an emphasis on group work. For example, get to know your partner and problem solve as a team. It is interesting to see everyone understand the dynamics of a group. It is pointed out that we all need to have a role in activities and not to leave it to the dominant members. As the day unfolds, I notice our watch members starting to relax. For me, I felt relaxed but not connected yet.

Phew! What a day! No one is seasick yet though!

4.4.2 Day 2

At 6.30 am, we are woken by the sound of music. Up and dressed we get and head up on deck for roll call. After numbering off, we start morning exercises. The program coordinator running this activity gets me to join her at the front. It is good for other members to see me taking part in these exercises because it shows them that I can do things even if I cannot see.

After a breakfast of pancakes topped with berries, it's time to clean the ship. This includes scrubbing the deck. Our watch - the blue watch – is assigned the main saloon. I am given a green cloth and a bottle of spray. Dianne you can clean the stairs. This isn't just running the cloth over the banisters. No, oh no. There wasn't a speck of dust to be left. All steps, ledges, walls and the white board that runs beneath the steps have to be washed and wiped.

I am now noticing our group start to connect. We are really working as a team. I am also feeling like I am starting to be accepted into the group. As I mention earlier, being vision impaired is usually something that people need get used to. For the trainees, I think as they see me doing stuff - for a lack of a

better way to describe it – they are starting to see me as a ‘normal’ person. Another thing that is continuing to stand out for me in relation to my vision impairment is the attitude and behaviour of the crew and watch leaders. They take into account my vision loss but accommodate me as fully as they can. Part of this is to ask me questions as to what I need and like. Their attitude is truly wonderful and it is indeed, also contributing to making me feel fully accepted as an equal team member.

It’s midday and it is all hands on deck. We are tacking to change direction. Another wow! After 2 days, the whole ship is now working as an efficient machine. Some of the terminology is starting to sink in. Not all though but it doesn’t matter because there is always someone there to help. Everyone is encouraged to ask and I never feel embarrassed if I don’t know. As I listen, I hear orders followed by positive reinforcement; words like, brilliant, fantastic, wonderful and thank you. I want to say here that orders are given with firmness and direction. The positive feedback is real; it is in response to work well done.

Tonight it is my turn for galley duty. I wash while the others dry and put away. Laugh Out Loud. I am really an equal member of this activity. I mean, not one of the other trainees on galley duty mind at all that I can’t see while I wash the endless amount of dirty dishes that keep appearing from the saloon! Now I am really feeling accepted as a trainee, too!

After dinner and the dishes are done I trot off to bed. Blue Watch are on night watch from midnight to 4 am. It is hard to sleep when you know you have to get up. I lie awake for a long time. Actually, the wind has picked up and the ship is rocking about quite a bit so every time I start to drift into sleep its movement wakes me.

There is an emergency in our cabin tonight when one of the trainees wakes to find she cannot move her arms. What was happening, the Captain explains, is that she is in shock. Later the trainee loses movement in her legs for a short time as well. She was very upset and asks if the Captain can organize a helicopter to take her off the ship back home – I thought to myself that she must be feeling trapped. The Captain gave her a bottle of water and gastrolite to replace any minerals and salts she may have lost. Sucking on the bottle also helps her calm down. We all listen and support her and finally she falls back asleep. And then finally I too fall asleep right before I am woken at 11.30 pm to prepare for our night watch! You certainly experience disrupted and lack of sleep on the ship.

Up on deck it is cold and windy. There is not a lot I can do – I cannot participate in bow watch or steer the ship. I sit with the others at the poop deck and imagine what it must be like for a seagull turning their back to the wind in order to keep warm. Facing the elements and rocking about we get to know each other better. Some of the trainees in my watch describe to me the sky, stars, water and what they can see in the night. As dawn approaches, I see the sky start to become lighter as the sun peaks up from the eastern horizon. This is a truly magical time of day, a time to marvel at and connect to this wonderful universe. So, while being cosy in bed and out of the elements is inviting, it is actually an enjoyable time on night watch because I feel closer to nature and the other trainees in my watch.

Looking back on the day, many trainees on board are sick. The seas are rougher than before and we are now moving about and not on anchor as we were on day 1. I feel a little queasy but my seasickness tablets are doing the trick! Thank goodness I am not vomiting like many of the others.

4.4.3 Day 3

Up we get and we count off at our muster stations before having breakfast – bacon and eggs. It occurs to me that it is ironic to have greasy bacon and eggs on the morning where many are feeling quite seasick. I still feel fine at this point.

Our cleaning duty this morning is the toilet and middle living quarters. We wipe down walls, clean drains and polish brass. Our team is cheery and jokes are plentiful.

The wind changes direction and so sails need to be set to capture its full force. All hands on deck and we are all at it again. Easing and hauling lines. Setting and controlling sheets. Heaving and coiling ropes. Climbing the main mast. Everyone takes part. Still I do not fully understand all the terminology but again there is always someone there to guide and show the way.

An activity! Well this shows us how much we still do not understand. Each watch needs to present to the others on how to set and control a sail. We are assigned the headsail to demonstrate. Argh... We really were unsure of how it all worked. Our watch leader ends up coming over to help us. She must have been watching us fumble about. It is worse for me to understand as not seeing the sails I miss out on visual information that fills in the gaps. Our watch leader is aware of this and brings a small sheet of material and improvised rope as string so she can explain the workings of a sail to me. After she let me feel how the sail responded to different rope commands, I do feel a little more confident. Not completely though! We end up using this material and rope as the basis of our presentation.

I listen as the group works putting the presentation together. One person in particular is the leader. Others rely on his action. This is also noticed by the

watch leader and is pointed out. Don't rely on one person; you all need to contribute to how you are to present this to the others. Others did then contribute and take part in the presentation – including me. The presentation is a success and we all end up having a lot of fun working together and participating in this activity.

As I previously mention, I consider teamwork within our own watch and as part of the whole Leeuwin II environment is a major focus of the field. Get everyone involved. This is confirmed to me in the afternoon as our watch leader gives us all a role to play. My role is to lead! My instant reaction to this is disbelief. Who me? This quickly turns into a wonderful sense of satisfaction. I recognize that involving us all in the running of this ship focuses on what we can do rather than on what we cannot. I am left with three members who I delegate a role and all other members report to me for other instructions. Our watch leader returns when all activities are complete. She gives positive reinforcement and then points out how everyone played a role today. That is her aim to involve everyone.

We are now given an option to anchor or sail through the night. Nearly everyone wants to anchor. If we sail through the night, we all have watch duty. Our watch's time was 8 pm till midnight. We have just finished midday to 4 pm. I am really starting to feel tiredness set in. My coordination is suffering. I am glad that we are anchoring.

Anchoring though means we have to furl the sails again. So it's all hands on deck and everyone pitches in. Orders are given, positive reinforcement follows. It is hard work setting and working the sails. Coupled with tiredness some are feeling the effects but no matter everyone is there working together. Everyone puts all their effort in.

I think it takes about an hour of hard work to raise the sails. After we all finish we have a spare few minutes before dinner! So my niece and I take this time to have a shower. It is my first shower since being on board. I can't believe it is the first time we have had time to do this! We must have had a nice odour about us! But I am sure we didn't really notice it because we weren't the only ones! There are water restrictions on board so I have 30 seconds to get wet, soap up and then 30 seconds to wash off the soap. It feels so nice to be clean.

Now I really start to feel the tiredness set in. After dinner, I ask to be excused from the movie being shown. Before I retire though I make mention of a comment made by a trainee Watch Leader as we sit at the dinner table. He says to all of us in our watch that being on the Leeuwin II is not the destination but rather it is the journey. This rings a sense of truth for me. Indeed, the journey we are all taking part in I feel is truly amazing. I take this thought and sentiment with me to bed. And, apart from being woken through mistaken identity for watch duty, I sleep like a baby all night.

4.4.4 Day 4

Good morning. It is amazing what a little sleep can do. I feel like a new woman. It is about 5 am. I have time to go to the saloon to start my laptop and record my journal entry before our 6.30 am music wakes us for the day. While it is quiet, I also start interviewing a couple of Leeuwin II workers.

After breakfast, our usual morning activities of exercise and cleaning occur. We are allocated our cleaning duties and today our watch is given the deck to scrub. I look forward to doing this because in my mind it is an activity truly associated with sailing and being a part of a tall ship. Yes, me hearty! However, there is a change in plans. Rather than scrubbing the deck our watch prepares

the dories – small motorboats stored on deck – to take all the trainees to Rottnest Island for a day's activities on the beach.

Now the watches have boarded the dories and set off to Rottnest Island for a few hours. I do not go as it is an opportune time to catch up with and conduct interviews with a few workers that remain on board. Well that was the plan but it did not eventuate. Miscommunication meant that we all wait for each other. Eventually I locate the captain and she agrees that tomorrow when we anchor will be a good time to catch up with them.

The trainees return from their time on Rottnest and this afternoon we set sail again. Our watch leader and I climb up the netting at the bow of the ship to undo the sail (jib). This is an incredible experience. While I do not see the water beneath me, I can hear it and feel the boat as it carves its way through it. We rise up and down as we find our way to the top. I feel safe but ask how many shoes have been lost through the rope netting. Quite a few she tells me.

From up here I listen to the activities below us. Trainees and crew work together. Orders are given, trainees respond. There are those who climb the rigging and those who work on deck. Ease the Mainsail. Heave the Topgallant. Two Six heave. These are some of the orders that reverberate around the ship.

We are on two watches that night including the midnight till dawn watch. At about sunrise I am asked if I would like to retry my fitness test. This time I pass!

4.4.5 Day 5

It is our last full day on board. Our usual morning activities occur and our watch is assigned saloon cleaning again. I clean the stairs and everything that is associated with them - the banisters, steps, ledges, walls and the white board

that runs beneath the steps. I can assure you there is not a spec of dust to be seen when I finish.

It is time now when sails need to be altered to sail back to Fremantle. Once we are there we set anchor and the sails are furled. I go up with a watch leader and others to fold up the jib.

That afternoon I am not very well. I am getting a migraine and need to lie down. It is fortunate that we have free time in the afternoon but this means I miss out on climbing the rigging. Sleep and pain killers bring me back to consciousness and I join my watch and the activities.

As it is our last night on board together, the tradition is to put on a show. Our watch decides to put on a skit that sends up the morning activities. I play the part of the program coordinator as I bounce around so energetic in the morning conducting exercises. We have so much fun and there is lots of laughter from the others on board – even from the program coordinator!

A highlight for me tonight is hearing one of our watch members – sing in her native African tongue. It is so beautiful. I could feel her opening up in front of everyone. She has only been in Australia a few years and I believe that at this point she feels truly accepted by all aboard. It is a wonderful experience for us all.

Another highlight for me is a reading presented to us. It is as follows:

To laugh is to risk appearing a fool.

To cry is to risk appearing sentimental and soft.

To reach out is to risk involvement.

To show up and expose your feelings is to risk exposing your inner self.

To place your idea, your dreams, your desires before people is to risk their loss.

To love is to risk not being loved in return.

To live is to risk dying.

To show strength is to risk showing weakness.

To do is to risk failure.

The greatest hazard of life is to risk nothing.

The person who risks nothing, gets nothing, has nothing, is nothing. S/He may avoid suffering, pain, sorrow.

But s/he does not learn, s/he does not grow, s/he does not live, s/he does not love.

S/He has sold, forfeited freedom, integrity.

S/He is a slave, chained by safety, locked away by fear.

Because only a person who is willing to risk not knowing the result is free.

I find myself listening to every line with intent. I am thinking about our risk society. I am thinking about the risks we have taken on the Leeuwin. I am wondering if taking risk is a major characteristic of this field that makes a difference for these young people. Does taking risk have any part of developing a sense of free agency or adulthood I wonder? I have no answers.

I get most of my interviews with the workers done tonight. The ship is buzzing. Everyone is happy. The energy is electric.

Before retiring for the evening, we gather as a group again as we did on our first night. We revisit our challenges we had set for ourselves at the beginning of the voyage. Had we achieved what we had set out to achieve? I certainly did. It took a little bit but I am able to orientate and move around the ship now on my own. Others also achieve what they had set out to do. I feel that our accomplishments as individuals are united by group support as we all acknowledge and praise each other.

There is one thing I recall now and record before I finish today's journal entry. It is that of the help of a trainee from another watch. This afternoon, as I climb the stairs near my cabin he assists me. I realize that this is not the first time he has come to my assistance and I think how lovely it is of him to consider my safety. It is like an unspoken bond has formed between us as he makes sure I get on deck safely. I wonder if he is one of the young males from another watch who were causing a few problems early on in the voyage – there were a few who did not seem happy to be on board. I am quite able to climb the stairs independently, however I always thank my un-named friend for his assistance. I feel his smile in response.

4.4.6 Day 6

This is our last day and we motor in to dock this morning. However, before we do we still need to prepare. We are up by 6 am. Exercises and cleaning occur. Our watch cleans the upper ship. Wiping down walls, disinfecting mattresses, cleaning toilets. We all take part.

Then it is all hands on deck. As tradition goes, sailors climb the rigging to show those on shore that the canons are not manned. Many have permission to climb but two other trainees from our watch and I have been given permission to sail in to dock on the upper netting.

To my surprise, I am asked if I would like to climb the rigging before we dock. “You bet” I said. Another trainee comes up with me. Up and up we go. What an awesome feeling so high up. It is just an incredibly exhilarating experience being so high up there. It is an experience I will never forget. I will also never forget the cheers and applause from below either. This is a special sound radiating genuine warmth, support, excitement, encouragement, happiness and so much more from the others on ship. Wow...

Climbing down from the rigging, I join the others on the upper netting. The captain announces that there is a delay in our return because she has not received permission from the port authority to proceed. While we wait, boats from the shore come out to greet us. Horns honk, cheers are exchanged. Again, as I did on my midnight to dawn watch, I feel truly connected with not only the trainees and Leeuwin workers on the ship but the whole universe itself.

We finally dock and have our last group gathering. We all share what we learned from our time on board and indeed, we all learned something. For me, I came on board knowing about the Leeuwin II environment through my reading and talking to those involved. Or so I thought. I realize I didn't really know but now I do! As the program coordinator says, “This is the last time we will ever meet as a group. We will leave here and never meet like this again. But we are all now a part of the Leeuwin family.” Her comments resonate with me as I feel a special sense of connectedness with those around me and with the phenomenon of this Leeuwin II tall ship.

Everyone says their goodbyes. There are hugs and a few tears but overall we are all happy to go back home. I really believe we will never forget what we experienced.

So as I walk on the gang plank disembarking the ship, I reflect and am aware that not only did I feel the wind and sun on my face, the motion of the vessel as it responded to the sea beneath my feet, the sea spray as it blew onto the deck and thankfully did not experience the discomfort and humiliation of vomiting overboard through sea sickness but there was so much more! I also realize that while I expected to have a similar yet different experience on my voyage to those of other trainees due to my age and vision impairment, I did not. For me, because of this, that is, participating as an equal, my experience was truly liberating. Although tired and exhausted, I felt a sense of achievement and wellbeing, something I describe as a sense of confidence. Stepping back on shore, I am certainly aware I am holding my head up very high.

Thus, my participation as a trainee in the Leeuwin II tall ship program including taking part in activities such as climbing the rigging and setting the sails, experiencing hardships such as disrupted sleep and time restrictions, and being an accepted and valued team member better prepares me to engage with trainees to understand their experience, more specifically, their personal development and really understand how the culture of this Leeuwin II tall ship ticks (Goldbart & Hustler 2005).

4.5 Worker Perspectives: Trainee Developmental Outcomes

After my own experience as trainee, I fully agree with Leeuwin II workers that all trainees learn something from their Leeuwin II adventure. For example, as LW2 says:

It's quite hard to come on the ship here and not have a life changing experience. Some of them might learn basically just how to meet new

people. Some of them might walk away with a quite in-depth knowledge of how to sail the ship in particular. Everyone takes something different away even if it's, you know I don't like ships but I met someone else who doesn't like ships.

LW9 agrees and says:

I believe everyone has to have some level of growth. I mean even the people who end up feeling sick and sitting in a corner for 5 days, like someone might think that they are not actually getting anything out of that but the fact is they are because they will look back on that and think maybe they wasted their time or something like that. It is a negative way to look back on it but still something that makes you think about what you have experienced and probably will make yourself look differently at yourself.

There are other ideas of what trainees experience, too. For LW1 it is in terms of them gaining freedom of choice. This relates to a situation where a trainee stayed in his bunk for three days refusing to leave it. Recalling this she explains:

But by the end of the trip he was no longer in his bunk because he got tired of that and ... I basically said that you know everyone voluntarily walked on the gang plank ... and actually no one did make them walk on the boat. And that ... that if they got nothing else out of the trip was that they always have a choice. In the future, they need to make wise choices.

For LW4, it is that trainees are able to develop interpersonal skills. This he explains is in contrast to their everyday life that is filled with technology. As he says:

...probably the main thing they would get out of it is a realization that they probably don't need electronic stimulation like from movies and videos and computers and cell phones and all that ... To have relationships with

people and maybe the relationships they do forge on the, on the journey of the sail are more important or of a higher value than the ones they have through ... to people with ... through electronic means ... Yeah, and realize that ... their, well they may realize that their ... expressions and reactions and reactions ... affect people directly and because of this, this ah, ah ... maybe a more interesting way of dealing with people because you're, you're speaking to them directly.

LW10 provides a number of suggestions of what he believes trainees experience as personal development:

Long-term unemployed seeking training and employment – some going on to become crew on board and develop a maritime career. Release of emotions during and at the end of a voyage. Individuals revealing personal truths about themselves (child abuse etc.) and deciding to move beyond the fear. Individuals breaking down stereotypes of race and making new friends.

Release of anger and subsequent breakthroughs associated with their own fears. Participants arriving as children and leaving as young adults speaking and acting honestly and in a manner befitting of an adult with life experiences rather than a spoilt child.

But similar to the literature, workers cite a sense of self, more specifically confidence, as the most common outcome they think is experienced by trainees. LW12 says:

Like from a confidence point of view you definitely see the change after five days because they have had that chance to get through it and, even like sea sickness itself is a little barrier that once you sort of can overcome, you um, you get a sense of achievement.

As he further explains:

Like the majority of voyages I have seen ... they're like as a watch leader they are a lot more confident with you ... they are a lot more confident with ... basically how to sail the boat and all of that sort of thing from when they first got on they're completely unsure about.

LW2 says, "I think for the most part they might leave with a bit more confidence in themselves." Others like, LW5 agrees and says:

They come on, you know some of them are really, really into it from the start and some of them, I mean even some of them you might have seen on this voyage are just, they come on and they are home sick and they are sea sick and they are not having fun and they, they really try not to have fun. And then, I don't know, and it is not for all of them but most of them, um, about half way through will start to feel comfortable with the people around them. And you see a huge change in... just in their, in their confidence. You know they start to learn what they are doing in and hauling sails and things like that. So it is a definite confidence thing in making friends and things like that.

For LW9 he says, "I think like everyone tends to be a bit more confident in themselves and who they are ... and what they can give I suppose if that makes sense."

LW7 adds to this and says:

...Yeah, feel more confidence especially ... like I see some people they, they basically you know sometimes you hear from the family background that back home he is a bit shy, he doesn't have many friends and then all of a sudden they are on the ship and they in a word have to interact with people

and they line them up and they start speaking and ... they yeah, they make friends and they feel better and they ...

But he also continues to include how this confidence impacts in their everyday lives. He explains:

Well, the confidence you get from here eventually will grow and grow of course and I think this is a big step for them to make choices in life. Nowadays and as far as you are 15 you already have to make choice that depends on what, what you are going to do in the future ... It is good then to have a bit of confidence in you ... Yeah, a lot of choices to make that reflect later on in your future. Yeah, I think it is a good idea. It is good. It is always good to, I wish I would have done it I didn't choose until I basically started choosing to go to nautical school. But since then I'm sweet. Yeah, but for them, I think they will have that little extra, to take with them ... In my opinion.

The idea of the personal development trainees experience being a starting point for their everyday life is what some other workers believe also. LW9 puts it this way:

... something that I have always felt is Leeuwin, while there is potential for growth during a Leeuwin voyage, it is still a very short time in people's lives, and I always looked at it as sort of a spring board for a person's development rather than actually, like a catalyst rather than the actual ... entire personal development happening in 7 days. Personal growth doesn't happen like that. It is sort of a, you might learn things but to actually put it into practice and make yourself better so to speak.

This is also an idea that workers apply when discussing trainees' development to adulthood. For LW8, she understands the Leeuwin II preparing

trainees for adulthood rather than them becoming adults. She explains it like this:

... I think it can happen because if you come back as...often a trainee voyage you come back and um, you come back as part of the volunteer crew and can do more voyages. You come back and have a lot more responsibility, you have people you need to look after but also in the sense with um, the difference between starting on the Leeuwin and further down the track when you might not be sailing any more but even if you still are, you don't, you learn about responsibility, you learn about safety, you learn how to look after yourself. Like you can still kind of play around and have that sort of, like there is still the fun factor in it. So you learn all the aspects of being an adult and what you have to look out for and things like that but you still keep the fun and everything.

LW2 agrees that the Leeuwin II prepares rather than transitions trainees to adulthood. As he says, "I think that it prepares them for what they would be expected of ... them in an adult sort of life but I don't think it makes the transition entirely by itself I think it is a helping factor." Similarly, LW6 agrees saying:

And so I think it does prepare 'em for what they can expect. We're not going to prepare them for everything, they are only coming out for say 10 days, there is only so much you can do but I think for the 17 – 18 – 19, probably more the 18 and 19s can really be beneficial for them.

Of interest, others like LW5 also mention the age of the trainee contributing to their personal development. For her she thinks, "the best results come from around 16."

But others believe that trainees do experience development as an adult. For example, LW4 says, “The responsibilities that, depending on the voyage the responsibilities that are put upon them ... definitely.” LW9 also thinks that trainees experience adulthood as a result of their Leeuwin II experience. He also couches this in terms of responsibility and says:

Absolutely. Like in terms of ... I mean if you look at the various things that happen on board, pretty much every activity implies some degree of responsibility which I think is the key tenant of adulthood is not ... like being able to do more or what ever your physical age but the fact that you take on responsibility ... like and in the real life you'd say oh you take responsibility for paying the bills and doing your job and all that sort of thing. On here, it is a very real focal thing. Like if you are on the helm you're responsible for ensuring the ship is straight. Like we don't palm off responsibility. Some one lets down their responsibility we make sure they wont do it again and making people become all personally accountable is I think yeah, as I said one of the main things about that being an adult is all about I think.

He does continue though to say:

Well taking on responsibility is a gradual habit. It is like, you don't just suddenly become an ultra responsible person especially if you, you never been forced to take responsibility for your own actions or the actions of those around you but by seeing what you are supposed to be like or, or what you are supposed to be doing, you can slowly, you can see what you are supposed to build up to by what you have experienced over a short period of time, on the Leeuwin.

For LW10, when I asked him about trainees developing into adults, he responded like this:

I have always been of the impression that more emphasis should be placed on assessing why the Leeuwin works as a rite of passage and providing better support networks and training for those running the voyage, sometimes there is too much emphasis on the notion that it just happens. By reviewing and understanding why it happens and improving the experience, we can reach 100% of the participants not the 50% or so that really change.

Indeed, this is an important focus and Leeuwin II workers do have ideas of how and why trainees experience personal growth from their experience when sailing on the Leeuwin II tall ship.

4.6 Worker Perspectives: How and Why the Leeuwin II Field Works

Interestingly, when discussing the Leeuwin II experience as catalyst, LW1 believes it relates to an intensity of the field that contributes to why and how it works. She explains it like this:

Often people get stuck in a groove; the Leeuwin is a catalyst for change. If the ingredients are present in a person to grow then it's going to be speeded up being in the intense environment that is created on the ship.

But there are also other ideas about why and how the Leeuwin II field works. A sense of achievement and being able to reflect upon it later on in their everyday life is one way LW6 understands it. As she explains:

I think it helps them out when it comes to things like going to college. A lot of people at that age are a bit nervous about going away and whether they will be able to make friends. Whether they will be able to do the work.

What they do, what they would do at the college. All that stuff ... I think it is if they can come here and they have been able to survive a 5 day voyage and they got on with their friends, they made friends whether they realize they have made them or not. Even if they think back on this in 5 years when they want to go to college or 3 years and oh I don't know if I can do that they can think back and well actually I did it when I went on that ship and there was far less people here that and less chance that I was really going to get on with it...

She also understands the field being a levelling environment contributing to how and why it works. In this environment, trainees are able to be who they want to be and not who they think they should be; they are able to create their own identities anew. As she explains:

We don't look at people's pasts. So it doesn't matter how much trouble you've got into before, when you come on the ship, you have got a clean slate. You could be an A grade student or a complete pain in the backside, you are treated the same and if you want to be a pain in the backside, then we will treat you like that. It is like we don't go delving into people's backgrounds. We don't judge them before they have arrived. Just everybody's got a clean slate so they can choose the people they want to be ... If there is a problem well we phone the office to find out what background if there is a problem. I think really in a lot of cases it is best for us not to know so we are not making judgements. We just treat people the way they are ... if you wanna be a completely different person here than you are when you are on land, even schoolteachers come out and say I have never seen this side of this student. Because they you know, they are given an opportunity to reinvent themselves They are not going to be prejudiced with you know, 'Dumbo' or you're the 'naughty one'...

This idea of the Leeuwin II field being a new place for trainees to have an opportunity to create new identities is also addressed by LW1 who says:

Yeah, I think that when people come on board they have such a strong idea and identity of who they are but when, when we have a group come on board and we will say this to people, that they come on board with a clean slate. We don't know who they are and they have the choice to create a new person while they are on board. And often people will choose to create a whole new person. And there maybe things in their life that they really don't like but because of the whole crowd does it and it is just that everyone does, they go along with that and they do it, too. But then they see there is another avenue and a different way of working with life and once they have done a trip they can always come back to the Leeuwin as a volunteer on the day sails ... and there is another family they can adopt and there is a whole group of people as a crew that they can look up to and aspire to live a different lifestyle and they can actually slot right in because there is no discrimination on who comes back.

This sense of connectedness is also understood by LW8 as to why and how the Leeuwin II works particularly in the way trainees become more confident. She says:

...You start off and you see all the trainees and they are quiet, they don't know anyone and it is like you play games, you go through like hard things like the loss of sleep, the rain, the weather, the sea sickness and stuff like that and it is like, you get closer to the people that you are with even though sometimes you might not even know that much about them. But because you have been through those things you get closer and it helps with confidence.

But as LW6 also believes, responsibility plays a part in young people's identity development. Others also cite this as being a part of why and how adventure on the Leeuwin II works and in fact, is the most common belief held by them. LW6 puts it this way:

I think we give people responsibility. Whether it is from being in charge of cleaning stations, or being in charge of certain lines and if they don't do their part, the rest of it isn't going to work. In so few places in life today, people don't give young people any responsibility at all. And here we, we heap it on really. We have got watch leaders here who are barely 18 and they are in charge of groups of 10 people. In this sort of environment we really do, we do trust people a lot and give them the responsibility which a lot of them actually crave in the end.

LW11 agrees and expresses this in the way that it is what responsibility trainees are given as much as what they take on. She says, "It is yes. And, they, we do give them the responsibility ... but they, yeah most of them choose to accept the responsibility, take the responsibility on."

This is also something LW11 alludes to when talking about why she thinks a trainee acquires a sense of adulthood. As she says:

Basic things like learning that sometimes you have to do things you don't want to do, like get up in the middle of the night. Sometimes you have to take care of yourself, throughout the effort helping in the galley and always keeping your gear organised. And also that sometimes you can't do everything on your own, you need to work in a group with people.

LW2 also cites responsibility as why and how the Leeuwin II experience works by saying:

It is the responsibility part because everyone's responsible for a certain part of the rigging and even though the watch leaders are watching and making sure that it is all happening, some of them, yeah, they either might not want to, to break something so they are a bit worried about, you know, doing something until they seen it done and they get used to it.

LW1 agrees and says:

Teenagers may not in their everyday life be given the opportunity to take responsibility for their actions. On the Leeuwin, there are so many places that they are faced with consequences. Being on the helm, furling sails, tacking, cleaning, being lookouts, helping others through tough spots like fatigue, seasickness, fears, expectations, allows people to think past themselves and so be adults.

Another view, as LW9 suggests, is that the Leeuwin II works for trainees because rather than in everyday life where it is in many ways easy for young people to avoid situations, in the Leeuwin II environment situations need to be confronted and overcome. He says:

... It is a radically different environment which forces you to adapt or in some way, thinking about the best way to say it, it forces you to adapt because it is so wildly different from. You require more discipline, you, there is more stimuli around you like it is lots of noise, lots of people. It is very much you can't shut the experience off. Like school you go home, work you go home, you can't shut the experience off here because you work and you rest and you play in the same area. So you can't get away from someone, like if someone in your watch is hassling you or annoying you or something, you can't avoid the problem you have to deal with the problem. And that is why I feel the Leeuwin facilitates growth because it

forces you to actually confront your problems rather than dodge your problems.

LW10 sums it up this way:

From my experience, the Leeuwin program works because individuals are taken out of their comfort zone into a strange, albeit protected environment. The program works best where individuals do not know anyone else on board so that there are no preconceived ideas about who you are or what you do. There are no modern distractions, phones, radios, television, malls. They are involved in physical activity which makes them enjoy their time out. They are challenged mentally to learn. When done correctly everything is done with a smile. When voyages are long enough they go through a process of not being able to do something and come out able to do it (even overcoming seasickness if voyages are long enough). They learn from others experiences. There is a need for teamwork. Being in nature helps heal most wounds both physical and emotional. Individuals are also in an environment that is perceived as dangerous yet due to the skill of the permanent and volunteer crew is actually very safe (I.e. climbing aloft seems scary and dangerous yet individuals are harnessed on all the time). Most of all there is something about the ocean that transcends our understanding of development. She is a vast untameable beast that we have to respect and work with when most participants are used to shutting themselves inside a warm environment when things get a little tough outside and waiting till the sun is shining again. The sea provides no shelter but a sailing vessel taps into the oceans energy better than any floating craft.

4.7 Concluding Remarks

This chapter, through two board members and twelve worker perspectives, and my journal as trainee, provide a comprehensive introduction to the field of the Leeuwin II tall ship. More than just a description of the field, it also contributes perspectives on what personal development trainees might experience and how and why it might occur. Interestingly, what workers agree on is that confidence is the most commonly cited developmental outcome and that responsibility is the most common reason as to why and how they think the Leeuwin II experience works. Of further interest will be if trainees agree?

Indeed, what trainees say in the following three chapters continue to inform about their relationship between their identity development and participation sailing on the Leeuwin II tall ship. All groups of trainees, ‘Adolescents’, Post Adolescents’ and ‘Past Trainees’, discuss how they felt about themselves after their voyage before explaining why and how they think this happened, then if they felt more like an adult, and if so why and how they think this occurred, what they think adulthood is, and finally, if and how has all this impacted on their life back home. Together these three groups provide insight into this inquiry according to their age, gender as well as a longitudinal perspective. However, rather than isolated analysis, what each group contributes builds upon each other. In this way, the stage is now set for the analysis to unfold.