



SEATIMES

The Newsletter of the Nautical Professional Education Society of Canada

(Charitable Society founded in 1995 by the British Columbia Branch of the Nautical Institute)

Affiliated Members: The Nautical Institute (BC Branch), The Company of Master Mariners of Canada
& The Canadian Institute of Marine Engineers.

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The Society was founded in 1995 in order to help Canadians gain the seetime they required to improve their qualifications. Later the emphasis changed to that of supporting students engaged in marine training. With education and qualifications in mind the following articles are therefore well worth reading:-

In October of 2009 BIMCO (<https://www.bimco.org>) printed an article in "Seascapes" which read as follows:-

Can I spend my career in shipping? While the sea might seem an attractive career choice for a young person, with good rewards, long holidays, interesting work and responsibility at a young age, reality shows that few people will spend their whole career afloat. Family ties in particular bring seafarers ashore, and many might be put off a life at sea because of the possibility that a course change will be necessary at some stage.

In fact, sea experience and qualifications can be an excellent pathway to a whole career in the wider maritime world, in a whole range of different occupations. The actual operation of ships is supported by a whole infrastructure of shore side occupations, which can provide a rewarding career for somebody who has a background of seafaring and appropriate qualifications. In both commercial and technical fields, in ports and ship operations, these opportunities exist and it is recommended that any ambitious ship's officer should take notice of them, while still enjoying life afloat.

In the shipping company itself, whether in ownership or ship management, vessels will be managed and operated by operational and technical superintendents. Manpower and personnel is a specialised business, which offers opportunities. Former seafarers find themselves in senior positions in classification societies and surveying and inspection companies, while they have moved successfully into law firms and in Protection and Indemnity insurance where they have made a major impact in accident prevention and in casualty investigation and claims. Ports and terminals employ large numbers of former seafarers in stevedoring and terminal management, in marine and engineering services and in pilotage, which offers an interesting half-way house for mariners who enjoy the challenges of ship handling. A career as a Harbour Master can itself be a fascinating further career.

There are other opportunities in government services and maritime regulation, for both deck officers and marine engineers, in surveying, the development of regulation, port state control and regulatory inspection services, examination of mariners and numerous other tasks in marine administration. Maritime education offers an interesting further career for academic high-flyers with good communication skills and teaching ability. And there will be many more opportunities for seafarers with ambition and a wish to serve an essential industry. Seafarers tend to be adaptable and flexible, but it needs to be appreciated that a further career will inevitably mean further study and application, possibly demanding extra qualifications. But it is perfectly possible for any well-qualified seafarer to excel and build a successful whole career in this large and comprehensive industry.

Seascapes 07.10.09

Words bearing a meaning similar to the above were used by the BC Branch of the Nautical Institute in 1994/5 when they determined that something had to be done for Canadian seafarers in order that important positions in the maritime industry ashore could be filled when needed. It was realised then that there would not be the qualified people to fill shore side positions within the maritime industry. So it was deemed necessary to provide help for those seeking higher qualifications and that led to this Society being formed.

Earlier in 2009 BIMCO had produced another interesting article in "Seascapes". It asked if:-

Shipping should be in the school syllabus: How can we convey something of the interest and fascination of ships and shipping to a new generation? How can we make children and young people aware of the contribution that shipping has made, and continues to make, to their lives? These are important questions, and are asked a lot as shipping people worry about how to recruit their own replacements.

Is it possible to persuade educationalists to include something of maritime trade and transport in their various syllabuses? But even in so-called maritime nations, there has been something of a reluctance to do this, not least because for teachers, like anyone else, shipping tends to be below their everyday horizon.

But it could be introduced to quite young children as part of their geography work, as they learn about the interdependence of nations, and where their food and manufactured goods come from. Shipping has a strong environmental message to convey and the younger it is given the better. Shipping is also very "visual" and, properly simplified, something of its amazing technology can be illustrated.

With older children the importance of ships and shipping, command of the seas and the link between sea power and trade can be a strong component in the history syllabus. The voyages of discovery, the search for the North West Passage or the charting of unknown oceans are fascinating tales that more children need to know about. Science curricula could benefit from an "applied" message about ship stability, magnetism and even navigation.

Economics, logistics, the basics of trade are educational messages that ought to have a strong resonance in a global village where there is scarcely a person on earth whose life is untouched by merchant ships. A better understanding of the natural sciences could well be provided by more attention to the seas and oceans, their effects upon the environment and the need to protect them for the benefit of future generations.

There is a need for far more positive thinking in the provision of maritime-related learning materials. Environmental messages are strong and compelling, and the shipping industry needs to add its weight, to ensure that young people do not only receive negative aspects of ships and shipping.

The shipping world is a fascinating, important, all-encompassing study that, with a little thought, could be exported into the curriculum. The worry is that otherwise, shipping will be completely ignored, or worse, children and young people will believe it to be an industry that has a cavalier attitude towards pollution, and the environment in general and the most famous ship in the world will continue to be that terrible maiden voyage failure - the Titanic! *Seascapes 02.01.09*

In March of this year we presented cheques to the winners of both of our Bursaries for the year 2009. In each case it was to an Engineer Cadet at the Marine Campus of BCIT.



← Marc Andre-Houde was awarded the NPESC Vancouver Foundation Bursary.

Colin Thompson won the NPESC BCIT Foundation Bursary →



On behalf of everyone connected with the Society I wish you all a great summer, if and when it arrives.
Sincerely, David Whitaker FNI, Chairman

The Society welcomes any financial contribution you can make. Donations should be made payable to the NPESC and mailed to: Nautical Professional Education Society of Canada, 20 – 1030 Hulford Street, Victoria, B.C. V8X 3B6

When making a donation please complete this form to accompany your cheque. Thank you.

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