

# PROFESSORS: Masters of Spanish Galleons

Education for the masses has created many problems for the various levels of government. The government has created many plans to absorb and to integrate the hordes of secondary students into the working labour force. Since these plans met with dismal failure and student opposition, a public commission was formed to pin-point the problem and resolve the issue with equity.

The recommendation of this commission was immediately adopted as government policy without opposition and amendment. The electorate applauded this legislation as being original and creative, and most important of all, it resolved the labour question for which the government had no concrete policy. An excessive surplus of high school students glutted the labour market the same time each year and caused many local and domestic disputes.

Higher institutions of learning was the cry from the parliamentary pedestal. And this people scheme will be called "University at Sea". While the students pondered over the idea, the populace praised the government measure with gestures of a standing ovation. The local shipyards would be saved from a recession. The man-of-war Spanish galleons, would be refitted and designed as the physical plants for an environment of higher learning.

The rules were simple. If you were not successful in locating a permanent job after finishing high school, you were compelled by law to write an examination. If you failed to reach a level of competence - 40% is the lowest level for a pass, your actions conducted you into the shipbuilding industry. All that remained for the privileged group was to determine the source of funds for the admissions fee. They could earn the fee, borrow the money, or beg it from a selected relative, and failing with these sources, they could resort to touching the golden hand of the government or even use a little fraud to have this hand extend itself in good faith. The opportunity of passing over the gunwhales of a galleon for eight months of intrigue and the experience of the ship's resources for greater learning, compelled these students to manipulate the sources for funding this adventure.

On September 5th, the students rallied to the shores of the Charlottetown Harbour to embark on the flotilla which graced the local waters. The Registrar received the students. His main worry was how to explain that late registrations could not be accepted. The Purser smiled incessantly as he reached out for their admission fees. The Professors looked over the motley dressed subjects with disdain and reserved themselves from making verbal comments.

tegral part of this universal program.

On the morning of September 7th, the students were summoned to the decks of the floating campus. At this time the president could speak with confidence to the students under the implied protection given to him by international law in open waters. With the ringing of eight bells, the mystery of the ship's destination was disclosed by the President in a Master Plan. He speaks these words.



The "University at Sea-Prince Edward Island" with its subjects as a crew, in training, set sail at sunrise and set an easterly course to the Cabot Strait. When the programs commenced, the students inquired as to their destination. The official reply from the office of the President was that a full disclosure of the master plan would be made once international waters were reached. In the mean time, all students were instructed in the ways of proper seamanship in an

"This is a resourceful voyage which will combine educational endeavours with the search for lost Spanish coins (student bewilderment). Our ship's course will take us to the Islands in the Carribean (applause) to fertile grounds for lost treasures. The students will share in this found treasure. You, the students, will have claim to the first riches (complete havoc on the decks) on this basis. Each student can claim through his or her efforts a hundred gold coins for each

of their five courses. Your Masters will have claim to the reidual and your Provincial Government will be donated with the "leftovers". As you can see your evaluation will be in terms of a hundred gold coins, for each subjects. That is all. Dismissed."

The deckhands converged into cliques and discussed this progressive plan. The idea of a monetary reward for developing their minds a natural habit, very instinctive to the human creature, seemed to have spaced out their minds. Within days, student controversy erupted.

Many of the students realized that each major government plan has loopholes. It became known that the coins represented marks, and, it was a fact that the registrar's office does not record monetary denominations on transcripts. Some students questioned the granting of final marks in their high school days and, then realized that their new masters were assessing their internship with a "golden return". The students hypothesized that mark giving was an easy task because their teacher merely had to give from their good nature others call it integrity, at recommendation time. In this new situation, our masters are reaching into a financial pocket and distributing their evaluations. The students recognized the impasse of this very situation. But in short time, their decision-making criteria for selecting a Master would include his family status. Should they be single, married with no children, or married with many children?

On April 30th the university year came to an end with returning of the flotilla to the clam waters of Charlottetown. The parents crowded the shores to greet their children. After the usual family salutations, the students told their parents of their new "riches". For once, the parents understood their student's evaluation by an institution. The parents emphasized their sunburned complexions but neglected to inquire about any change in the "complete person" of these students. The hassles of pre-September days continued, as if without interruption, once the family reached the domestic homefront.

For feedback purposes, I remain Peter Tremblay