

VALEDICTORY, 1949

By Edward O. Fanjoy

Your Honor, Mr. President, Fellow Graduates and Friends,

It is a source of deep regret to us here today that our Chancellor, Lord Beaverbrook is unable to be present with us. Those graduating, along with the rest of the students, fully appreciate what Lord Beaverbrook means to the University. We owe him a great debt for his kind and generous interest in U. N. B.

It is difficult on this great day in our lives to fully express our regard for the University. We have been most fortunate in having Dr. Trueman with us in our last year "Up the Hill". We are most happy that his services have been given, and we hope will continue to be given for a long time to come, to the University of his native province. Already his leadership has meant progress. With our thanks to Dr. Trueman we add our best wishes for a long and successful period at U. N. B. May our University play an ever-increasing role in enriching the life of the people of our province.

On behalf of the class I say thanks to the members of the faculty for all they have done for us. The shortcomings and failures which we possess are not due to them; they are our own. If we have any merits, they must largely take the credit. The professors have helped us to tie up loose ends, to put things together, and to see connections where none seemed to exist before.

For four years the beautiful city of Fredericton has been our home, and it has been a grand home. The city has done more than "put up with us" — we have become a part of it — so much so that we hate to leave. Sometimes we have been a bit adolescent, but Fredericton was understanding. "To Fredericton, we extend a sincere thanks."

No "thank you" would be complete without including the mothers and fathers who helped make "going to college" possible. For this class it would include also many wives who in many instances took on the added burden of an outside job. In order to make ends meet, or perhaps typed essays in the evening while the husband looked after the children. To all those close to us, we say thanks.

It is especially appropriate that Dr. Gregg is with us today. His stimulating address will long be remembered. For Dr. Gregg holds a special place in our hearts, his human understanding and guidance proved invaluable in our first two years at U. N. B. It will be a matter of pride to us that we have had the fortune to study under two such outstanding university presidents as Dr. Gregg and Dr. Trueman.

Today, as the phrase goes is a "red letter" day in our lives, not only for those graduating but also for those parents, wives and friends gathered here today. It is a day of mixed feelings. On the one hand we look forward into the future and

that sense it is a day of hope.

But then too as human beings we are sentimentalists. Four years have gone quickly — too quickly. These past four years have been a chapter in our lives that today is drawing to a close. The four years that four years ago looked so long, now seem so short. They have been rich years and will be remembered as among the happiest in our lives.

Most of us commence now a new life — a more serious life with the problems of making a living, raising a family and assuming the responsibilities of citizenship in a democratic country. Never again will we have so much time to browse, to think, to dream, to discuss, to question, to argue.

We take with us not only what education we have managed to pick up, but also many friendships and associations, which we shall always hold dear.

As graduating classes there is something different about this class. I don't refer to its size, although this is by far the largest class ever to graduate from U. N. B. I refer to the fact that a majority of its members are veterans of the past war. Members of this class took part in every major engagement of the Canadian forces in the past war. High school graduating classes back to the early nineteen thirties are represented in this class. For the first time parenthood has been combined with scholarship. It has proved to be a good combination. One of the outstanding features has been that the veteran has forgotten he was a veteran and the younger student that he wasn't. All have been classmates working together toward the same goal. The only distinctions have been those arising from differences in ages such as a receding hair-line or perhaps a baby carriage.

It is well that we recall here today that many very many of us would have been unable to attend university without the aid from D. V. A. Here at U. N. B. as it has all across Canada the rehabilitation plan for university training has been successful beyond the most optimistic expectations of us all. The veterans deeply appreciate this help which has been extended to them. Two months ago, a Veterans Bursary and Loan fund was established at U. N. B. by the veteran students to help needy and deserving students to attend university. Already nearly \$6000 has been pledged by both veterans and non-veterans alike. This has not only been done as a mark of appreciation to the university for what has been done for us. It has further been an indication of the feeling that more should be done towards giving every young Canadian, is he has the desire and the ability, the opportunity of obtaining a college education.

A hundred years ago we were striving for a fuller democracy by

bringing opportunity for an elementary education to every citizen. Later it was secondary education. We have now come a long way toward the attainment of these goals. Now I believe it is time we extended this same principle to education on the university level. I feel that the eventual goal should be that education to the full limit of ability be the birthright of every Canadian.

I don't suggest that an overall plan for all Canadians be instituted on the same scale as the Veterans Rehabilitation plan. That program has been far more generous than any permanent program could possibly be. It was designed to meet a special situation and it met it well. But the aim must be to make higher education possible on the basis of scholastic aptitude, rather than the limits of the father's pocket-books. Let us help to give a college education to all those who have proved their right by ability, rather than simply to those who have the money.

This area of Canada is quite rightly noted for the large number of men who have become leaders in our national life, men who have struggled hard for an education and have become better men for that struggle. But many worthy people have been left behind. Today higher education is becoming even more restricted to those in the higher income brackets. Tuition fees have been rising steadily and it is becoming increasingly difficult for a student "to work his way through college." It has been estimated that over one-half of the superior students in high school are precluded from university either by excessive cost or their own economic disability.

It might be said that such a proposal is beyond our means — that we can't afford it. If we are to extend and enlarge the scope of our democracy toward equality of opportunity in all fields, we can't afford not to. Do we have to have a war to produce the incentive to give our young people the opportunity for an education? It would be a sad commentary on our thinking if such is the case. The principle of governmental assistance has now been established. The veterans' plan has shown that the economics and mechanics of helping to provide a higher education for every qualified boy or girl is within the bounds of practical policy.

I would not be so presumptuous as to suggest what the special purposes and content of university education should be. That is for our educationalists to decide. I would assume however that the more education we have in a democracy and the more equality of opportunity we have for that education, the happier and more progressive will our people be. Education alone cannot solve all our problems but it can help. It is a straightforward case of "the more the better."

It is difficult for a valedictorian to speak on behalf of his class just as it is difficult for any individual to speak on behalf of any group. Unanimity is seldom achieved — that is one of the most attractive things about our way of life, where we can agree or disagree. This question of education; regardless of our views is one that we shall have to face, along with many other problems. We should think straight through to the centre of this issue and all issues without regard to prejudice and pressures from either side. For in the long run, it is the private thinking of each one of us that will determine public attitudes.

EDWARD O. FANJOY
CLASS VALEDICTORIAN, 1949



... education for all qualified

We, as young Canadians who have been so fortunate as to have had the opportunity for an education, have a unique opportunity to work toward that ideal community. No generation has had a better chance. It must be a country where people help each other to live together without hatred and antagonisms. It would have schools where all our children could learn to play, to enjoy themselves and to co-operate with others; where teachers were respected, well paid and able to meet the varied needs of each child. It would have colleges to which those who qualified might go regardless of who his mother and father were or the size of their bank account.

500 Attend...

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In short, we have many challenges to face. We have directions to determine and courses to plot. Let us make our decisions, with vision, imagination and an intellectual capacity of the highest order. Perhaps then we will prove worthy of the degrees we have received today.

He was one of those men who possess every gift, except the gift of the power to use them.—Kingsley.

answered by Rod McLeod, the president of the new S. R. C. Dot Walters paid the respects of the class to the Faculty and Dr. Stewart replied on their behalf.

Following the toasts the non-athletic awards were given out and the Loving Cup ceremony, traditional with the senior classes at U. N. B. was solemnly enjoyed by all present.

While the tables and chairs were being removed from the Gym floor a movie was shown in Memorial Hall under the capable guidance of Chip Clark.

At 10.30 the guests returned to the Gym and danced to the music of the Criterions. The bandstand was decorated with a large backdrop painted by Larry Mofford and several other seniors while the walls were adorned with large faculty crests made by Gordon Robb and Ed Mooney. The dancing continued until 1.30 when the guests returned home after six hours of activity.

THE AVERAGE GRADUATE

Excerpt from the valedictory 1949: "The graduates of '49 are stepping from the comparative security of the university life into life's sea of buffeting storms."



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