

curiosity, now coming into play, renders further philosophical research very difficult. But I will not be foiled in my attempt. I will do the impossible: listen to the argument and study philosophy at the same time. But, as the argument is based on many and varied topics, I find my attitude to have far reaching consequences. The consequences I find out later when I realize that it was not Aristotle who played on the Navy's first line, nor was it Juxta Hesiodum who had asked Shelia to the prom.

I quit—I mean I do not try to follow the argument—and turn my mind to the task of forgetting all that I have already learned. I have no more than accomplished this task when the door bursts open and I find myself on the receiving end of a very direct, and to me a very unusual question.

"Do you think that I should study?" Now, since at this time I am thinking of just how little philosophy I know, and of my conspicuous place in philosophy class, I promptly and emphatically answer "Yes." My answer, however, has not the effect that I hoped it would have, for my third intruder gives little indication of leaving. As a matter of fact, he stays, and, being in a talkative mood, becomes a valuable asset to the rebuilding of a dying conversation, and a consequent liability to the study of philosophy.

My next thoughts can be expressed in no better way than in the following lines by Lewis Carroll: "Thick and fast they came at last, and more, and more, and more." The room is now filled to capacity, and under such circumstances a "bull session" is inevitable. I realize this and I shiver to think of the results.

Thus the remaining part of the night is spent in talking a great deal about everything and learning nothing about anything, until the bedtime bell disperses the care-free crowd, and leaves me again in solitude. The philosophy text is still open and at page one. I close it and return it to its place on the dusty shelf. I then retire and from habit ponder over my night's work.

"Philosophia, juxta nomen, est amor sapientiae."

—RUSSELL ARBING '49.

12:30 A. M.

"—Well,
Here's where I dwell.
Nice of you
To take me home.
I would have been
Terribly
Scared alone."

Soft sighs,
Starry eyes.

"Let's watch the moon together

To see what kind of weather

Tomorrow brings. But no,

That subject's kind of slow;

A better one is this:

Perhaps a kiss—

Yesno?"

"Dunno."

—ummmmm

"G'nite."

"Sleep tight."

—J. E. T. '49

CANADIENS, SOYONS BILINGUES

De nos jours plus que jamais il est des plus importants pour les Canadiens d'avoir la connaissance des deux langues officielles de leur pays. La majorité de la population du Canada aujourd'hui est de langue anglaise, par contre 3,000,000 de Canadiens sont de langue française. Beaucoup au pays ont réalisé la nécessité de connaître à fond l'anglais et le français, mais la majorité ne parle qu'une des langues officielles du pays. Pourquoi un tel état de choses? Est-ce que les Canadiens ne recevraient pas une instruction assez complète pour leur permettre d'apprendre les deux langues, ou est-ce que cet état de choses découle simplement de la négligence des Canadiens? Que cet état de choses découle de l'une ou de l'autre assertion, il est très important pour tout Canadien de reconnaître l'importance de savoir l'anglais et le français.

Le Canadien, si on le considère individuellement, retire de la connaissance de ces deux langues de nombreux avantages. Qu'il soit d'origine anglaise ou d'origine française sa connaissance de l'autre langue lui rend des services innumérables. Ainsi, il apprend à mieux connaître l'autre moitié des habitants de son pays, et peut comprendre leurs problèmes. Si le Canadien parle les deux langues, son niveau d'instruction est par le fait même plus élevé. Donc la connaissance de l'anglais et du français pour tout Canadien remonterait grandement le niveau d'instruction au Canada, chose qui en elle-même ne ferait pas tort au pays.