

**FILE 344**

**FOS - FQ**

# The Alpine Club of Canada

## MT. LOGAN EXPEDITION

1924

1925

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522 Pacific Bldg.,  
Vancouver, B.C.  
April 29th, 1925.

General Sir Arthur Currie, G.C.M.G., K.C.B.,  
Principal, McGill University,  
MONTREAL, CANADA.

My dear Sir Arthur:

Thank you very much indeed  
for letter of March 24th containing good  
wishes to the Mt. Logan party. I certainly  
appreciated what you wrote.

Owing to the party leaving  
tomorrow, I shall be away before the Molsons  
arrive, which I very much regret, as I  
certainly should like to have seen them.  
However, I have arranged to have them put  
up at the Golf Clubs, and have asked R.P.  
Clark to keep in touch with them and express  
my regrets at being away.

With kindest regards,

Yours sincerely,

*W. W. Foster*

WWF/R.

285 1<sup>st</sup> Avenue,  
Verdun.  
January 26<sup>th</sup> 1923.

Sir Arthur Currie,  
Principal, McGill University,  
Sherbrooke St., West.,  
Montreal.

Dear Sir,-

I take this means of availing myself of your offer, made at the Y.M.C.A. night - classes to a certain group; in which you challenged any pupil to write a letter to you; and further stated that no letter so sent would go unanswered.

I may say that I am taking the Y.M.C.A. course in the hope that, at some future date, I will matriculate and so have the opportunity of entering McGill.

I am 15 years old, and, although it may seem impudent to write in this manner, I allow myself to hope for a suitable reply.

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January 26<sup>th</sup> 1923.

Thanking you in anticipation,

I am,

Yours faithfully,

George H. Fox.

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Dr. James F. Fowlie  
Professor of Spanish and Portuguese.

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112 Durocher Street

Montreal, November 6th, 1922.

Dear Sir Arthur,

It may appear presumption on the part of an old traveller and practical educationist of over forty years standing to congratulate you on your recent utterances on the subject of higher education in Canada, but when I assure you that perhaps no man in Montreal has a better right to do so I believe you will graciously pardon my ~~apparent~~ temerity.

In the first place I am glad to observe that you have become more decidedly convinced than you were when you addressed the St James Literary Society last year that the cultural side of the present day university education must receive greater attention if our universities are <sup>again to become</sup> ~~as~~ they were wont to be the breeding places of distinguished scholars and big personalities as distinct from professional mediocrities.

You may remember perhaps that in speaking to your address I insisted on the fact that all round we are not producing the splendid type of university man to-day ~~as~~ we did fifty years ago when I was a student; and I particularly mentioned that <sup>in my country this</sup> ~~it~~ was the result of the old parish school system of education in Scotland ~~and~~ <sup>when</sup> as I knew it ~~as~~ a boy in Aberdeenshire. There every parish schoolmaster was a graduate of Aberdeen University and very often an honours man in classics and his crowning glory as a teacher was to send forward every year two or three lads to the bursary competition. Many of those farmer boys, most of them with very little cash in their pockets, gained bursaries and went direct from the parish school to the university; and it not infrequently happened that the boys from the country beat those educated in the swell grammar schools of the larger centres, even in-

cluding those educated in the Grammar School of Aberdeen, but very seldom those educated in "The Barn" or Grammar School in Old Aberdeen where I studied for one year before entering the University. The supreme advantage the lads from the parish school had over the town boys was that they not only knew their subjects well but they carried with them an enthusiasm for work and a love of study which ~~xxx~~ could only be got from ~~x~~ close personal contact with a scholar who found a daily joy in teaching them and whose spirit animated them and made them glad. No wonder then that Scotland under such a system and in proportion to her small population has produced so great a number of scholarly men who are found adorning their respective professions in every part of the civilized world!

I think I said on the same occasion that it had been my experience through in travelling extensively in different parts of the world, at least in the case of medical men, that men who had graduated in Arts before proceeding to a medical degree were almost invariably of a superior type and as a rule one of the most important social factors in the community in which they practised; while on the other hand the most of those who had been admitted to the medical school as it were by "the skin of their teeth" that is by barely passing "The Prelim", were less learned than an intelligent and well-read mechanic. After all scholastic attainments however brilliant are in themselves of little practical value unless they have behind them a burning soul to make them stick so to speak and thus render them effective instruments of service in the betterment of mankind.

Since I gave up wandering about the world and came to settle down in my old age here in Montreal I have had the fact brought home to me more forcibly than I ever dreamt of that even an elementary knowledge of Latin is of immense value in the education of young people <sup>let us say</sup> ~~at least~~ after they are fourteen years of age. I refer to letters which I have received from distant lands and which I still continue to receive now and again from old pupils of mine all of whom are men and women of from

forty-five to fifty-five years of age. Their chief object in writing me seemed ~~xxxxx~~ to be that they were anxious to tell me how successful they had been in life, some of them having been knighted, others being millionaires or retired with a competency ~~xxxxxxx~~ &c &c. As is always the case in correspondence of this nature they all proudly assert that a large part of their success in life was due to the sound education we gave them in the English School, generally known as the "Merchants School" of Valparaiso of which I was Headmaster for over twelve years. While all those who left school with a Senior Certificate could speak, read and write four languages they all seem to feel that the drilling they got in Latin and kindred subjects had given them a mental grip of things which they would not otherwise have acquired, by making them exact and more appreciative of real values. In this school I may tell you I was Schoolmaster, School Commissioners and Board of Education all in one - an expert only responsible to God and to the children when they reached manhood or womanhood; and I am glad and humbly thankful that I have lived long enough to know that the old and somewhat medieval parish school system of Scotland has given unexpected results even when applied to the heterogeneous crowd of young people, drawn from the Isthmus of Panama to the Straits of Magellan and from the interior of Bolivia and Peru, who passed through "Fowlie's School".

I may add in closing that I had taught Latin and Greek in the Paisley Grammar School and Academy, one of the oldest and most highly reputed Burgh Grammar Schools in Scotland, before I was selected by the late merchant Alexander Balfour, the distinguished ~~xxxxxxx~~ and philanthropist of Liverpool, to re-organize their English School in Valparaiso, Chile. Needless to say that I made the curriculum of the Paisley Grammar School the basis or rather the outline of my future programme of work, and it is pleasing to know after so many years that my programme has proved eminently satisfactory both to teachers and taught.

I am, Yours very sincerely,

*James F. Fowlie*