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BENEFITS OF CLASSICAL STUDY.*

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Mr. Vice-Chancellor, Gentlemen of the University Senate and of the University Council, Ladies and Gentlemen,—

HAD I felt myself free to follow my own choice in the matter, I should have declined the Principal's flattering invitation to deliver an inaugural address on the occasion of my first public appearance among you. Such a task is beset with too many difficulties to be contemplated with equanimity or undertaken without hesitation, inasmuch as it seems to imply the survey of a field that has never been entered upon, and the review of work that has never been done. On the other hand, I have some reason for self-congratulation that so early an opportunity has been afforded me of defining my views on classical education, and of lending my testimony to the special educational

value of Classical study—to which subject I propose for a short time to invite your attention—a subject which, if it presents little to please the fancy, may contain something not unworthy to engage for a short time the understanding. Before, however, proceeding to discuss more particularly the subject of classical study, I propose to turn your attention to a brief consideration of the proper end and object of all university education rightly conceived. Whatever notion we may have of the true and primary function of a university, there can be no doubt that its chief function should be, as Mill defined it, "to make capable and cultivated human beings." Schools of Law and Medicine, and Theology and Technology, and Engineering and Agriculture, are valuable institutions in any country. But their work is not the work of the university. The university gives no professional knowledge or training. It only en-

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