THE IDEA OF A UNIVERSITY

Defined and Illustrated

In Nine Discourses Delivered to the Catholics of Dublin
In Occasional Lectures and Essays
Addressed to the Members of the Catholic University

BY

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is in itself), I say, an object as intelligible as the cultivation of virtue, while, at the same time, it is absolutely distinct from it.

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This indeed is but a temporal object, and a transitory possession; but so are other things in themselves which we make much of and pursue. The moralist will tell us that man, in all his functions, is but a flower which blossoms and fades, except so far as a higher principle breathes upon him, and makes him and what he is immortal. Body and mind are carried on into an eternal state of being by the gifts of Divine Munificence; but at first they do but fail in a failing world; and if the powers of intellect decay, the powers of the body have decayed before them, and, as an Hospital or an Almshouse, though its end be ephemeral, may be sanctified to the service of religion, so surely may a University, even were it nothing more than I have as yet described it. We attain to heaven by using this world well, though it is to pass away; we perfect our nature, not by undoing it, but by adding to it what is more than nature, and directing it towards aims higher than its own.

**DISCOURSE VI**

**Knowledge Viewed in Relation to Learning**

1

It were well if the English, like the Greek language, possessed some definite word to express, simply and generally, intellectual proficiency or perfection, such as “health,” as used with reference to the animal frame, and “virtue,” with reference to our moral nature. I am not able to find such a term;—talent, ability, genius, belong distinctly to the raw material, which is the subject-matter, not to that excellence which is the result of exercise and training.
When we turn, indeed, to the particular kinds of intellectual perfection, words are forthcoming for our purpose, as, for instance, judgment, taste, and skill; yet even these belong, for the most part, to powers or habits bearing upon practice or upon art, and not to any perfect condition of the intellect, considered in itself. Wisdom, again, is certainly a more comprehensive word than any other, but it has a direct relation to conduct, and to human life. Knowledge, indeed, and Science express purely intellectual ideas, but still not a state or quality of the intellect; for knowledge, in its ordinary sense, is but one of its circumstances, denoting a possession or a habit; and science has been appropriated to the subject-matter of the intellect, instead of belonging in English, as it ought to do, to the intellect itself. The consequence is that, on an occasion like this, many words are necessary, in order, first, to bring out and convey what surely is no difficult idea in itself,—that of the cultivation of the intellect as an end; next, in order to recommend what surely is no unreasonable object; and lastly, to describe and make the mind realize the particular perfection in which that object consists. Every one knows practically what are the constituents of health or of virtue; and every one recognizes health and virtue as ends to be pursued; it is otherwise with intellectual excellence, and this must be my excuse, if I seem to any one to be bestowing a good deal of labour on a preliminary matter.

In default of a recognized term, I have called the perfection or virtue of the intellect by the name of philosophy, philosophical knowledge, enlargement of mind, or illumination; terms which are not uncommonly given to it by writers of this day: but, whatever name we bestow on it, it is, I believe, as a matter of history, the business of a University to make this intellectual culture its direct scope, or to employ itself in the education of the intellect,—just as the work of a Hospital lies in healing the sick or wounded, of a Riding or Fencing School, or of a Gymnasium, in exercising the limbs, of an Almshouse, in aiding and solacing the old, of an Orphanage, in protecting innocence, of a Penitentiary, in restoring the guilty. I say, a University, taken in its bare idea, and before we view it as an instrument of the Church, has this object and this mission; it contemplates neither moral impression nor mechanical production; it professes to exercise the mind
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neither in art nor in duty; its function is intellectual culture; here it may leave its scholars, and it has done its work when it has done as much as this. It educates the intellect to reason well in all matters, to reach out towards truth, and to grasp it.

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This, I said in my foregoing Discourse, was the object of a University, viewed in itself, and apart from the Catholic Church, or from the State, or from any other power which may use it; and I illustrated this in various ways. I said that the intellect must have an excellence of its own, for there was nothing which had not its specific good; that the word "educate" would not be used of intellectual culture, as it is used, had not the intellect had an end of its own; that, had it not such an end, there would be no meaning in calling certain intellectual exercises "liberal," in contrast with "useful," as is commonly done; that the very notion of a philosophical temper implied it, for it threw us back upon research and system as ends in themselves, distinct from effects and works of any kind; that a philosophical scheme of knowledge, or system of sciences, could not, from the nature of the case, issue in any one definite art or pursuit, as its end; and that, on the other hand, the discovery and contemplation of truth, to which research and systematizing led, were surely sufficient ends, though nothing beyond them were added, and that they had ever been accounted sufficient by mankind.

Here then I take up the subject; and, having determined that the cultivation of the intellect is an end distinct and sufficient in itself, and that, so far as words go it is an enlargement or illumination, I proceed to inquire what this mental breadth, or power, or light, or philosophy consists in. A Hospital heals a broken limb or cures a fever: what does an Institution effect, which professes the health, not of the body, not of the soul, but of the intellect? What is this good, which in former times, as well as our own, has been found worth the notice, the appropriation, of the Catholic Church?

I have then to investigate, in the Discourses which follow, those qualities and characteristics of the intellect in which its cultivation issues or rather consists; and, with a view of assisting my-
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self in this undertaking, I shall recur to certain questions which have already been touched upon. These questions are three: viz. the relation of intellectual culture, first, to mere knowledge; secondly, to professional knowledge; and thirdly, to religious knowledge. In other words, are acquirements and attainments the scope of a University Education? or expertness in particular arts and pursuits? or moral and religious proficiency? or something besides these three? These questions I shall examine in succession, with the purpose I have mentioned; and I hope to be excused, if, in this anxious undertaking, I am led to repeat what, either in these Discourses or elsewhere, I have already put upon paper. And first, of Mere Knowledge, or Learning, and its connexion with intellectual illumination or Philosophy.

I suppose the primâ-facie view which the public at large would take of a University, considering it as a place of Education, is nothing more or less than a place for acquiring a great deal of knowledge on a great many subjects. Memory is one of the first developed of the mental faculties; a boy’s business when he goes to school is to learn, that is, to store up things in his memory. For some years his intellect is little more than an instrument for taking in facts, or a receptacle for storing them; he welcomes them as fast as they come to him; he lives on what is without; he has his eyes ever about him; he has a lively susceptibility of impressions; he imbibes information of every kind; and little does he make his own in a true sense of the word, living rather upon his neighbours all around him. He has opinions, religious, political, and literary, and, for a boy, is very positive in them and sure about them; but he gets them from his schoolfellows, or his masters, or his parents, as the case may be. Such as he is in his other relations, such also is he in his school exercises; his mind is observant, sharp, ready, retentive; he is almost passive in the acquisition of knowledge. I say this in no disparagement of the idea of a clever boy. Geography, chronology, history, language, natural history, he heaps up the matter of these studies as treasures for a future day. It is the seven years of plenty with him: he gathers in by handfuls, like the Egyptians, without counting; and though, as
time goes on, there is exercise for his argumentative powers in the Elements of Mathematics, and for his taste in the Poets and Orators, still, while at school, or at least, till quite the last years of his time, he acquires, and little more; and when he is leaving for the University, he is mainly the creature of foreign influences and circumstances, and made up of accidents, homogeneous or not, as the case may be. Moreover, the moral habits, which are a boy's praise, encourage and assist this result; that is, diligence, assiduity, regularity, despatch, persevering application; for these are the direct conditions of acquisition, and naturally lead to it. Acquirements, again, are emphatically producible, and at a moment; they are a something to show, both for master and scholar; an audience, even though ignorant themselves of the subjects of an examination, can comprehend when questions are answered and when they are not. Here again is a reason why mental culture is in the minds of men identified with the acquisition of knowledge.

The same notion possesses the public mind, when it passes on from the thought of a school to that of a University: and with the best of reasons so far as this, that there is no true culture without acquirements, and that philosophy presupposes knowledge. It requires a great deal of reading, or a wide range of information, to warrant us in putting forth our opinions on any serious subject; and without such learning the most original mind may be able indeed to dazzle, to amuse, to refute, to perplex, but not to come to any useful result or any trustworthy conclusion. There are indeed persons who profess a different view of the matter, and even act upon it. Every now and then you will find a person of vigorous or fertile mind, who relies upon his own resources, despises all former authors, and gives the world, with the utmost fearlessness, his views upon religion, or history, or any other popular subject. And his works may sell for a while; he may get a name in his day; but this will be all. His readers are sure to find on the long run that his doctrines are mere theories, and not the expression of facts, that they are chaff instead of bread, and then his popularity drops as suddenly as it rose.

Knowledge then is the indispensable condition of expansion of mind, and the instrument of attaining to it; this cannot be denied, it is ever to be insisted on; I begin with it as a first principle,
however, the very truth of it carries men too far, and confirms to
them the notion that it is the whole of the matter. A narrow mind
is thought to be that which contains little knowledge; and an en-
larged mind, that which holds a great deal; and what seems to put
the matter beyond dispute is, the fact of the great number of stud-
ies which are pursued in a University, by its very profession. Lec-
tures are given on every kind of subject; examinations are held;
prizes awarded. There are moral, metaphysical, physical Pro-
fessors; Professors of languages, of history, of mathematics, of ex-
perimental science. Lists of questions are published, wonderful
for their range and depth, variety and difficulty; treatises are writ-
ten, which carry upon their very face the evidence of extensive
reading or multifarious information; what then is wanting for
mental culture to a person of large reading and scientific attain-
ments? what is grasp of mind but acquirement? where shall phil-
osophical repose be found, but in the consciousness and enjoy-
ment of large intellectual possessions?
And yet this notion is, I conceive, a mistake, and my present
business is to show that it is one, and that the end of a Liberal
Education is not mere knowledge, or knowledge considered in
its matter; and I shall best attain my object, by actually setting
down some cases, which will be generally granted to be instances
of the process of enlightenment or enlargement of mind, and
others which are not, and thus, by the comparison, you will be
able to judge for yourselves, Gentlemen, whether Knowledge,
that is, acquirement, is after all the real principle of the enlarge-
ment, or whether that principle is not rather something beyond it.

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For instance, let a person, whose experience has hitherto
been confined to the more calm and unpretending scenery of
these islands, whether here or in England, go for the first time
into parts where physical nature puts on her wilder and more
awful forms, whether at home or abroad, as into mountainous
districts; or let one, who has ever lived in a quiet village, go for

* The pages which follow are taken almost verbatim from the author's
14th (Oxford) University Sermon, which, at the time of writing this
Discourse, he did not expect ever to reprint.
the first time to a great metropolis,—then I suppose he will have
a sensation which perhaps he never had before. He has a feel-
ing not in addition or increase of former feelings, but of some-
ting different in its nature. He will perhaps be borne forward,
and find for a time that he has lost his bearings. He has made a
certain progress, and he has a consciousness of mental enlarge-
ment; he does not stand where he did, he has a new centre, and a
range of thoughts to which he was before a stranger.

Again, the view of the heavens which the telescope opens
upon us, if allowed to fill and possess the mind, may almost whirl
it round and make it dizzy. It brings in a flood of ideas, and is
rightly called an intellectual enlargement, whatever is meant by
the term.

And so again, the sight of beasts of prey and other foreign ani-
imals, their strangeness, the originality (if I may use the term) of
their forms and gestures and habits and their variety and inde-
pendence of each other, throw us out of ourselves into another
creation, and as if under another Creator, if I may so express the
temptation which may come on the mind. We seem to have new
faculties, or a new exercise for our faculties, by this addition to
our knowledge; like a prisoner, who, having been accustomed to
wear manacles or fetters, suddenly finds his arms and legs free.

Hence Physical Science generally, in all its departments, as
bringing before us the exuberant riches and resources, yet the
orderly course, of the Universe, elevates and excites the student,
and at first, I may say, almost takes away his breath, while in time
it exercises a tranquilizing influence upon him.

Again, the study of history is said to enlarge and enlighten
the mind, and why? because, as I conceive, it gives it a power of
judging of passing events, and of all events, and a conscious su-
periority over them, which before it did not possess.

And in like manner, what is called seeing the world, entering
into active life, going into society, travelling, gaining acquain-
tance with the various classes of the community, coming into con-
tact with the principles and modes of thought of various parties,
interests, and races, their views, aims, habits and manners, their
religious creeds and forms of worship,—gaining experience how
various yet how alike men are, how low-minded, how bad, how
opposed, yet how confident in their opinions; all this exerts a
perceptible influence upon the mind, which it is impossible to
mistake, be it good or be it bad, and is popularly called its enlarge-
ment.

And then again, the first time the mind comes across the argu-
ments and speculations of unbelievers, and feels what a novel light they cast upon what he has hitherto accounted sacred; and
still more, if it gives in to them and embraces them, and throws
off as so much prejudice what it has hitherto held, and, as if wak-
ing from a dream, begins to realize to its imagination that there is
now no such thing as law and the transgression of law, that sin is
a phantom, and punishment a bugbear, that it is free to sin, free
to enjoy the world and the flesh; and still further, when it does
enjoy them, and reflects that it may think and hold just what it
will, that "the world is all before it where to choose," and what
system to build up as its own private persuasion; when this tor-
rent of wilful thoughts rushes over and inundates it, who will
deny that the fruit of the tree of knowledge, or what the mind
takes for knowledge, has made it one of the gods, with a sense of
expansion and elevation,—an intoxication in reality, still, so far
as the subjective state of the mind goes, an illumination? Hence
the fanaticism of individuals or nations, who suddenly cast off
their Maker. Their eyes are opened; and, like the judgment-
stricken king in the Tragedy, they see two suns, and a magic uni-
verse, out of which they look back upon their former state of faith
and innocence with a sort of contempt and indignation, as if they
were then but fools, and the dupes of imposture.

On the other hand, Religion has its own enlargement, and
an enlargement, not of tumult, but of peace. It is often remarked
of uneducated persons, who have hitherto thought little of the
unseen world, that, on their turning to God, looking into them-
selves, regulating their hearts, reforming their conduct, and med-
itating on death and judgment, heaven and hell, they seem to be-
come, in point of intellect, different beings from what they were.
Before, they took things as they came, and thought no more of
one thing than another. But now every event has a meaning; they
have their own estimate of whatever happens to them; they are
mindful of times and seasons, and compare the present with the
past; and the world, no longer dull, monotonous, unprofitable,
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and hopeless, is a various and complicated drama, with parts and an object, and an awful moral.

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Now from these instances, to which many more might be added, it is plain, first, that the communication of knowledge certainly is either a condition or the means of that sense of enlargement or enlightenment, of which at this day we hear so much in certain quarters: this cannot be denied; but next, it is equally plain, that such communication is not the whole of the process. The enlargement consists, not merely in the passive reception into the mind of a number of ideas hitherto unknown to it, but in the mind's energetic and simultaneous action upon and towards and among those new ideas, which are rushing in upon it. It is the action of a formative power, reducing to order and meaning the matter of our acquirements; it is a making the objects of our knowledge subjectively our own, or, to use a familiar word, it is a digestion of what we receive, into the substance of our previous state of thought; and without this no enlargement is said to follow. There is no enlargement, unless there be a comparison of ideas one with another, as they come before the mind, and a systematizing of them. We feel our minds to be growing and expanding then, when we not only learn, but refer what we learn to what we know already. It is not the mere addition to our knowledge that is the illumination; but the locomotion, the movement onwards, of that mental centre, to which both what we know, and what we are learning, the accumulating mass of our acquirements, gravitates. And therefore a truly great intellect, and recognized to be such by the common opinion of mankind, such as the intellect of Aristotle, or of St. Thomas, or of Newton, or of Goethe, (I purposely take instances within and without the Catholic pale, when I would speak of the intellect as such,) is one which takes a connected view of old and new, past and present, far and near, and which has an insight into the influence of all these one on another; without which there is no whole, and no centre. It possesses the knowledge, not only of things, but also of their mutual and true relations; knowledge, not merely considered as acquirement, but as philosophy.
Accordingly, when this analytical, distributive, harmonizing process is away, the mind experiences no enlargement, and is not reckoned as enlightened or comprehensive, whatever it may add to its knowledge. For instance, a great memory, as I have already said, does not make a philosopher, any more than a dictionary can be called a grammar. There are men who embrace in their minds a vast multitude of ideas, but with little sensibility about their real relations towards each other. These may be antiquarians, annalists, naturalists; they may be learned in the law; they may be versed in statistics; they are most useful in their own place; I should shrink from speaking disrespectfully of them; still, there is nothing in such attainments to guarantee the absence of narrowness of mind. If they are nothing more than well-read men, or men of information, they have not what specially deserves the name of culture of mind, or fulfils the type of Liberal Education.

In like manner, we sometimes fall in with persons who have seen much of the world, and of the men who, in their day, have played a conspicuous part in it, but who generalize nothing, and have no observation, in the true sense of the word. They abound in information in detail, curious and entertaining, about men and things; and, having lived under the influence of no very clear or settled principles, religious or political, they speak of every one and everything, only as so many phenomena, which are complete in themselves, and lead to nothing, not discussing them, or teaching any truth, or instructing the hearer, but simply talking. No one would say that these persons, well informed as they are, had attained to any great culture of intellect or to philosophy.

The case is the same still more strikingly where the persons in question are beyond dispute men of inferior powers and deficient education. Perhaps they have been much in foreign countries, and they receive, in a passive, otiose, unfruitful way, the various facts which are forced upon them there. Seafaring men, for example, range from one end of the earth to the other; but the multiplicity of external objects, which they have encountered, forms no symmetrical and consistent picture upon their imagination; they see the tapestry of human life, as it were on the wrong side, and it tells no story. They sleep, and they rise up, and they find themselves, now in Europe, now in Asia; they see visions of great
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Cities and wild regions; they are in the marts of commerce, or amid the islands of the South; they gaze on Pompey's Pillar, or on the Andes; and nothing which meets them carries them forward or backward, to any idea beyond itself. Nothing has a drift or relation; nothing has a history or a promise. Every thing stands by itself, and comes and goes in its turn, like the shifting scenes of a show, which leave the spectator where he was. Perhaps you are near such a man on a particular occasion, and expect him to be shocked or perplexed at something which occurs; but one thing is much the same to him as another, or, if he is perplexed, it is as not knowing what to say, whether it is right to admire, or to ridicule, or to disapprove, while conscious that some expression of opinion is expected from him; for in fact he has no standard of judgment at all, and no landmarks to guide him to a conclusion. Such is mere acquisition, and, I repeat, no one would dream of calling it philosophy.

Instances, such as these, confirm, by the contrast, the conclusion I have already drawn from those which preceded them. That only is true enlargement of mind which is the power of viewing many things at once as one whole, of referring them severally to their true place in the universal system, of understanding their respective values, and determining their mutual dependence. Thus is that form of Universal Knowledge, of which I have on a former occasion spoken, set up in the individual intellect, and constitutes its perfection. Possessed of this real illumination, the mind never views any part of the extended subject-matter of Knowledge without recollecting that it is but a part, or without the associations which spring from this recollection. It makes every thing in some sort lead to every thing else; it would communicate the image of the whole to every separate portion, till that whole becomes in imagination like a spirit, every where pervading and penetrating its component parts, and giving them one definite meaning. Just as our bodily organs, when mentioned, recall their function in the body, as the word "creation" suggests the Creator, and "subjects" a sovereign, so, in the mind of the Philosopher, as we are abstractedly conceiving of him, the ele-
ments of the physical and moral world, sciences, arts, pursuits, ranks, offices, events, opinions, individualities, are all viewed as one, with correlative functions, and as gradually by successive combinations converging, one and all, to the true centre.

To have even a portion of this illuminative reason and true philosophy is the highest state to which nature can aspire, in the way of intellect; it puts the mind above the influences of chance and necessity, above anxiety, suspense, unsettlement, and superstition, which is the lot of the many. Men, whose minds are possessed with some one object, take exaggerated views of its importance, are feverish in the pursuit of it, make it the measure of things which are utterly foreign to it, and are startled and despond if it happens to fail them. They are ever in alarm or in transport. Those on the other hand who have no object or principle whatever to hold by, lose their way, every step they take. They are thrown out, and do not know what to think or say, at every fresh juncture; they have no view of persons, or occurrences, or facts, which come suddenly upon them, and they hang upon the opinion of others, for want of internal resources. But the intellect, which has been disciplined to the perfection of its powers, which knows, and thinks while it knows, which has learned to leaven the dense mass of facts and events with the elastic force of reason, such an intellect cannot be partial, cannot be exclusive, cannot be impetuous, cannot be at a loss, cannot but be patient, collected, and majestically calm, because it discerns the end in every beginning, the origin in every end, the law in every interruption, the limit in each delay; because it ever knows where it stands, and how its path lies from one point to another. It is the τετράδυος of the Peripatetic, and has the "nil admirari" of the Stoic,—

Felix qui potuit rerum cognoscere causas,
Atque metus omnes, et inexorabile fatum
Subjecit pedibus, strepitumque Acherontis avari.

There are men who, when in difficulties, originate at the moment vast ideas or dazzling projects; who, under the influence of excitement, are able to cast a light, almost as if from inspiration, on a subject or course of action which comes before them; who have a sudden presence of mind equal to any emergency, rising
with the occasion, and an undaunted magnanimous bearing, and an energy and keenness which is but made intense by opposition. This is genius, this is heroism; it is the exhibition of a natural gift, which no culture can teach, at which no Institution can aim; here, on the contrary, we are concerned, not with mere nature, but with training and teaching. That perfection of the Intellect, which is the result of Education, and its beau ideal, to be imparted to individuals in their respective measures, is the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them, each in its place, and with its own characteristics upon it. It is almost prophetic from its knowledge of history; it is almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres.

And now, if I may take for granted that the true and adequate end of intellectual training and of a University is not Learning or Acquirement, but rather, is Thought or Reason exercised upon Knowledge, or what may be called Philosophy, I shall be in a position to explain the various mistakes which at the present day beset the subject of University Education.

I say then, if we would improve the intellect, first of all, we must ascend; we cannot gain real knowledge on a level; we must generalize, we must reduce to method, we must have a grasp of principles, and group and shape our acquisitions by means of them. It matters not whether our field of operation be wide or limited; in every case, to command it, is to mount above it. Who has not felt the irritation of mind and impatience created by a deep, rich country, visited for the first time, with winding lanes, and high hedges, and green steeps, and tangled woods, and every thing smiling indeed, but in a maze? The same feeling comes upon us in a strange city, when we have no map of its streets. Hence you hear of practised travellers, when they first come into a place, mounting some high hill or church tower, by way of
often elaborate, but I will maintain that elaborate composition is not unknown to the writers of Scripture. I grant that human literature cannot easily be translated out of the particular language to which it belongs; but it is not at all the rule that Scripture can easily be translated either;—and now I address myself to my task:—

3

Here, then, in the first place, I observe, Gentlemen, that Literature, from the derivation of the word, implies writing, not speaking; this, however, arises from the circumstance of the copiousness, variety, and public circulation of the matters of which it consists. What is spoken cannot outrun the range of the speaker's voice, and perishes in the uttering. When words are in demand to express a long course of thought, when they have to be conveyed to the ends of the earth, or perpetuated for the benefit of posterity, they must be written down, that is, reduced to the shape of literature; still, properly speaking, the terms, by which we denote this characteristic gift of man, belong to its exhibition by means of the voice, not of handwriting. It addresses itself, in its primary idea, to the ear, not to the eye. We call it the power of speech, we call it language, that is, the use of the tongue; and, even when we write, we still keep in mind what was its original instrument, for we use freely such terms in our books as "saying," "speaking," "telling," "talking," "calling," we use the terms "phraseology" and "diction" as if we were still addressing ourselves to the ear.

Now I insist on this, because it shows that speech, and therefore literature, which is its permanent record, is essentially a personal work. It is not some production or result, attained by the partnership of several persons, or by machinery, or by any natural process, but in its very idea it proceeds, and must proceed, from some one given individual. Two persons cannot be the authors of the sounds which strike our ear; and, as they cannot be speaking one and the same speech, neither can they be writing one and the same lecture or discourse,—which must certainly belong to some one person or other, and is the expression of that one person's ideas and feelings,—ideas and feelings personal to himself,
though others may have parallel and similar ones,—proper to himself, in the same sense as his voice, his air, his countenance, his carriage, and his action, are personal. In other words, Literature expresses, not objective truth, as it is called, but subjective; not things, but thoughts.

Now this doctrine will become clearer by considering another use of words, which does relate to objective truth, or to things; which relates to matters, not personal, not subjective to the individual, but which, even were there no individual man in the whole world to know them or to talk about them, would exist still. Such objects become the matter of Science, and words indeed are used to express them, but such words are rather symbols than language, and however many we use, and however we may perpetuate them by writing, we never could make any kind of literature out of them, or call them by that name. Such, for instance, would be Euclid’s Elements; they relate to truths universal and eternal; they are not mere thoughts, but things: they exist in themselves, not by virtue of our understanding them, not in dependence upon our will, but in what is called the nature of things, or at least on conditions external to us. The words, then, in which they are set forth are not language, speech, literature, but rather, as I have said, symbols. And, as a proof of it, you will recollect that it is possible, nay usual, to set forth the propositions of Euclid in algebraical notation, which, as all would admit, has nothing to do with literature. What is true of mathematics is true also of every study, so far forth as it is scientific; it makes use of words as the mere vehicle of things, and is thereby withdrawn from the province of literature. Thus metaphysics, ethics, law, political economy, chemistry, theology, cease to be literature in the same degree as they are capable of a severe scientific treatment. And hence it is that Aristotle’s works on the one hand, though at first sight literature, approach in character, at least a great number of them, to mere science; for even though the things which he treats of and exhibits may not always be real and true, yet he treats them as if they were, not as if they were the thoughts of his own mind; that is, he treats them scientifically. On the other hand, Law or Natural History has before now been treated by an author with so much of colouring derived
from his own mind as to become a sort of literature; this is especially seen in the instance of Theology, when it takes the shape of Pulpit Eloquence. It is seen too in historical composition, which becomes a mere specimen of chronology, or a chronicle, when divested of the philosophy, the skill, or the party and personal feelings of the particular writer. Science, then, has to do with things, literature with thoughts; science is universal, literature is personal; science uses words merely as symbols, but literature uses language in its full compass, as including phraseology, idiom, style, composition, rhythm, eloquence, and whatever other properties are included in it.

Let us then put aside the scientific use of words, when we are to speak of language and literature. Literature is the personal use or exercise of language. That this is so is further proved from the fact that one author uses it so differently from another. Language itself in its very origination would seem to be traceable to individuals. Their peculiarities have given it its character. We are often able in fact to trace particular phrases or idioms to individuals; we know the history of their rise. Slang surely, as it is called, comes of, and breathes of the personal. The connection between the force of words in particular languages and the habits and sentiments of the nations speaking them has often been pointed out. And, while the many use language as they find it, the man of genius uses it indeed, but subjects it withal to his own purposes, and moulds it according to his own peculiarities. The throng and succession of ideas, thoughts, feelings, imaginations, aspirations, which pass within him, the abstractions, the juxtapositions, the comparisons, the discriminations, the conceptions, which are so original in him, his views of external things, his judgments upon life, manners, and history, the exercises of his wit, of his humour, of his depth, of his sagacity, all these innumerable and incessant creations, the very pulsation and throbbing of his intellect, does he image forth, to all does he give utterance, in a corresponding language, which is as multiform as this inward mental action itself and analogous to it, the faithful expression of his intense personality, attending on his own inward world of thought as its very shadow: so that we might as well say that one man's shadow is another's as that the style of a
really gifted mind can belong to any but himself. It follows him about as a shadow. His thought and feeling are personal, and so his language is personal.

Thought and speech are inseparable from each other. Matter and expression are parts of one: style is a thinking out into language. This is what I have been laying down, and this is literature; not things, not the verbal symbols of things, not on the other hand mere words; but thoughts expressed in language. Call to mind, Gentlemen, the meaning of the Greek word which expresses this special prerogative of man over the feeble intelligence of the inferior animals. It is called Logos: what does Logos mean? it stands both for reason and for speech, and it is difficult to say which it means more properly. It means both at once: why? because really they cannot be divided,—because they are in a true sense one. When we can separate light and illumination, life and motion, the convex and the concave of a curve, then will it be possible for thought to tread speech under foot, and to hope to do without it—then will it be conceivable that the vigorous and fertile intellect should renounce its own double, its instrument of expression, and the channel of its speculations and emotions.

Critics should consider this view of the subject before they lay down such canons of taste as the writer whose pages I have quoted. Such men as he is consider fine writing to be an addition from without to the matter treated of,—a sort of ornament superinduced, or a luxury indulged in, by those who have time and inclination for such vanities. They speak as if one man could do the thought, and another the style. We read in Persian travels of the way in which young gentlemen go to work in the East, when they would engage in correspondence with those who inspire them with hope or fear. They cannot write one sentence themselves; so they betake themselves to the professional letter-writer. They confide to him the object they have in view. They have a point to gain from a superior, a favour to ask, an evil to depurate; they have to approach a man in power, or to make court to some beautiful lady. The professional man manufactures words for them, as they are wanted, as a stationer sells them pa-