

“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 . . . set up in the

individual intellect, and constitutes its
perfection.”

—John Henry Newman, *The Idea of a University*, Discourse VI

“Admit a God, and you introduce
among the subjects of your knowledge
a fact encompassing, closing in upon,
absorbing, every other fact
conceivable. How can we investigate
any part of any order of Knowledge,
and stop short of that which enters into

every order? All true principles run over with it, all phenomena converge to it; it is truly the First and Last.”

—John Henry Newman, *The Idea of a University*, Discourse II.

“In a word, Religious Truth is not only a portion, but a condition of general knowledge. To blot it out is nothing short, if I may so speak, of unraveling the web of University Teaching. It is, according to

the Greek proverb, to take the Spring from out of the year; it is to imitate the preposterous proceeding of those tragedians who represented a drama with the omission of its principal part.”

—John Henry Newman, *The Idea of a University*, Discourse III.

“The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out

of that knowledge to love him, to imitate him, and to be like him, as we may the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith makes up the highest perfection.”

—John Milton, “Of Education”

“I call therefore a complete and generous education that which fits a man to perform justly, skilfully and magnanimously all the offices both private and public, of peace and of war.”

—John Milton, “Of Education”

“If then the intellect is so excellent a portion of us, and its cultivation so excellent, it is not only beautiful, perfect, and admirable and noble in itself, but in a true and high sense it must be useful to the possessor and to all around him; not useful in any low, mechanical, mercantile sense, but as diffusing good, or as a blessing, or a gift, or power, or a treasure, first to the owner, then through him to the world. I say then, if a liberal education be good, it must necessarily be useful too.

—John Henry Newman, *The Idea of a University*, Discourse VII.