

Meno



Plato

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INTRODUCTION.

This Dialogue begins abruptly with a question of Meno, who asks, 'whether virtue can be taught.' Socrates replies that he does not as yet know what virtue is, and has never known anyone who did. 'Then he cannot have met Gorgias when he was at Athens.' Yes, Socrates had met him, but he has a bad memory, and has forgotten what Gorgias said. Will Meno tell him his own notion, which is probably not very different from that of Gorgias? 'O yes—nothing easier: there is the virtue of a man, of a woman, of an old man, and of a child; there is a virtue of every age and state of life, all of which may be easily described.'

Socrates reminds Meno that this is only an enumeration of the virtues and not a definition of the notion which is common to them all. In a second attempt Meno defines virtue to be 'the power of command.' But to this, again, exceptions are taken. For there must be a virtue of those who obey, as well as of those who command; and the power of command must be justly or not unjustly exercised. Meno is very ready to admit that justice is virtue: 'Would you say virtue or a virtue, for there are other virtues, such as courage, temperance, and the like; just as round is a figure, and black and white are colours, and yet there are other figures and other colours. Let Meno take the examples of figure and colour, and try to define them.' Meno confesses his inability, and after a process of interrogation, in which Socrates explains to him the nature of a 'simile in multis,' Socrates himself defines figure as 'the accompaniment of colour.' But some one may object that he does not know the meaning of the word 'colour;' and if he is a candid friend, and not a mere disputant, Socrates is willing to furnish him with a simpler and more philosophical definition, into which no disputed word is allowed to intrude: 'Figure is the limit of form.' Meno imperiously insists that he must still have a definition of colour. Some raillery follows; and at length Socrates is induced to reply, 'that colour is the effluence of form, sensible, and in due proportion to the sight.' This definition is exactly suited to the taste of Meno, who welcomes the familiar language of Gorgias and Empedocles. Socrates is of opinion that the more abstract or dialectical definition of figure is far better.

Now that Meno has been made to understand the nature of a general definition, he answers in the spirit of a Greek gentleman, and in the words of a poet, 'that virtue is to delight in things honourable, and to have the power of getting them.' This is a nearer approximation than he has yet made to a complete definition, and, regarded as a piece of proverbial or popular morality, is not far from the truth. But the objection is urged, 'that the honourable is the good,' and as every one equally desires the good, the point of the definition is contained in the

words, 'the power of getting them.' 'And they must be got justly or with justice.' The definition will then stand thus: 'Virtue is the power of getting good with justice.' But justice is a part of virtue, and therefore virtue is the getting of good with a part of virtue. The definition repeats the word defined.

Meno complains that the conversation of Socrates has the effect of a torpedo's shock upon him. When he talks with other persons he has plenty to say about virtue; in the presence of Socrates, his thoughts desert him. Socrates replies that he is only the cause of perplexity in others, because he is himself perplexed. He proposes to continue the enquiry. But how, asks Meno, can he enquire either into what he knows or into what he does not know? This is a sophistical puzzle, which, as Socrates remarks, saves a great deal of trouble to him who accepts it. But the puzzle has a real difficulty latent under it, to which Socrates will endeavour to find a reply. The difficulty is the origin of knowledge:—

He has heard from priests and priestesses, and from the poet Pindar, of an immortal soul which is born again and again in successive periods of existence, returning into this world when she has paid the penalty of ancient crime, and, having wandered over all places of the upper and under world, and seen and known all things at one time or other, is by association out of one thing capable of recovering all. For nature is of one kindred; and every soul has a seed or germ which may be developed into all knowledge. The existence of this latent knowledge is further proved by the interrogation of one of Meno's slaves, who, in the skilful hands of Socrates, is made to acknowledge some elementary relations of geometrical figures. The theorem that the square of the diagonal is double the square of the side—that famous discovery of primitive mathematics, in honour of which the legendary Pythagoras is said to have sacrificed a hecatomb—is elicited from him. The first step in the process of teaching has made him conscious of his own ignorance. He has had the 'torpedo's shock' given him, and is the better for the operation. But whence had the uneducated man this knowledge? He had never learnt geometry in this world; nor was it born with him; he must therefore have had it when he was not a man. And as he always either was or was not a man, he must have always had it. (Compare *Phaedo*.)

After Socrates has given this specimen of the true nature of teaching, the original question of the teachableness of virtue is renewed. Again he professes a desire to know 'what virtue is' first. But he is willing to argue the question, as mathematicians say, under an hypothesis. He will assume that if virtue is knowledge, then virtue can be taught. (This was the stage of the argument at which the Protagoras concluded.)

Socrates has no difficulty in showing that virtue is a good, and that goods, whether of body or mind, must be under the direction of knowledge. Upon the assumption just made, then, virtue is teachable. But where are the teachers? There are none to be found. This is