

ber, and figure of parts are, in some measure, overshadowed and superseded by the rising perception of organic and vital relations; and the philosopher who aims at a Natural Method, while he is endeavoring merely to explore the apartment in which he had placed himself, that of Arrangement, is led beyond it, to a point where another light begins, though dimly, to be seen; he is brought within the influence of the ideas of Organization and Life.

The sciences which depend on these ideas will be the subject of our consideration hereafter. But what has been said may perhaps serve to explain the acknowledged and inevitable imperfection of the unphysiological Linnæan attempts towards a natural method. "Artificial Classes are," Linnæus says, "a substitute for Natural, till Natural are detected." But we have not yet a Natural Method. "Nor," he says, in the conversation above cited, "can we have a Natural Method; for a Natural Method implies Natural Classes and Orders; and these Orders must have Characters." "And they," he adds in another place,¹⁹ "who, though they cannot obtain a complete Natural Method, arrange plants according to the fragments of such a method, to the rejection of the Artificial, seem to me like persons who pull down a convenient vaulted room, and set about building another, though they cannot turn the vault which is to cover it."

How far these considerations deterred other persons from turning their main attention to a natural method, we shall shortly see; but in the mean time, we must complete the history of the Linnæan Reform.

Sect. 6.—Reception and Diffusion of the Linnæan Reform.

WE have already seen that Linnæus received, from his own country, honors and emoluments which mark his reputation as established, as early as 1740; and by his publications, his lectures, and his personal communications, he soon drew round him many disciples, whom he impressed strongly with his own doctrines and methods. It would seem that the sciences of classification tend, at least in modern times more than other sciences, to collect about the chair of the teacher a large body of zealous and obedient pupils; Linnæus and Werner were by far the most powerful heads of schools of any men who appeared in the course of the last century. Perhaps one reason of this is, that in these sciences, consisting of such an enormous multitude of species, of descriptive

¹⁹ *Gen. Plant. in Prælect.* p. xii.