

CLASSIC

CONTEMPORARY

CROSS-CULTURAL

80 The Disenchantment of Modern Life

MAX WEBER

In this excerpt from a speech, “Science as a Vocation,” delivered at Munich University in 1918, Weber claims that the rise of science has changed our way of thinking about the world. Where, in the past, humans confronted a world of mystical forces beyond our comprehension, now we assume that all things yield to human comprehension. Thus, Weber concludes, the world has become “disenchanted.” Notice, however, that something is lost in the process for, unlike the churches of the past, science can provide no answer to questions of ultimate meaning in life.

Scientific progress is a fraction, the most important fraction, of the process of intellectualization which we have been undergoing for thousands of years and which nowadays is usually judged in such an extremely negative way. Let us first clarify what this intellectualist rationalization, created by science and by scientifically oriented technology, means practically.

Does it mean that we, today, for instance, everyone sitting in this hall, have a greater knowledge of the conditions of life under which we exist than has an American Indian or a Hottentot? Hardly. Unless he is a physicist, one who rides on the streetcar has no idea how the car happened to get into motion. And he does not need to know. He is satisfied that he may “count” on the behavior of the streetcar,

and he orients his conduct according to this expectation; but he knows nothing about what it takes to produce such a car so that it can move. The savage knows incomparably more about his tools. When we spend money today I bet that even if there are colleagues of political economy here in the hall, almost every one of them will hold a different answer in readiness to the question: How does it happen that one can buy something for money—sometimes more and sometimes less? The savage knows what he does in order to get his daily food and which institutions serve him in this pursuit. The increasing intellectualization and rationalization do *not*, therefore, indicate an increased and general knowledge of the conditions under which one lives.

It means something else, namely, the knowledge or belief that if one but wished one *could* learn it at any time. Hence, it means that principally there are no mysterious incalculable forces that come into play, but rather that one can, in principle, master all things by calculation. This means that the world

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is disenchanted. One need no longer have recourse to magical means in order to master or implore the spirits, as did the savage, for whom such mysterious powers existed. Technical means and calculations perform the service. This above all is what intellectualization means. . . .

Science today is a “vocation” organized in special disciplines in the service of self-clarification and knowledge of interrelated facts. It is not the gift of grace of seers and prophets dispensing sacred values and revelations, nor does it partake of the contemplation of sages and philosophers about the meaning of the universe. This, to be sure, is the inescapable condition of our historical situation. We cannot evade it so long as we remain true to ourselves. And if Tolstoi’s question recurs to you: As science does not, who is to answer the question: “What shall we do, and, how shall we arrange our lives?” or, in the words used here tonight: “Which of the warring gods should we serve? Or should we serve perhaps an entirely different god, and who is he?” then one can say that only a prophet or a savior can give the answers. . . .

To the person who cannot bear the fate of the times like a man, one must say: May he rather return silently, without the usual publicity build-up of renegades, but simply and plainly. The arms of the old churches are opened widely and compassionately for him. After all, they do not make it hard for him. One way or another he has to bring his “intellectual sacrifice”—that is inevitable. If he can really do it, we shall not rebuke him. For such an intellectual sacrifice in favor of an unconditional religious devotion is ethically quite a different matter than the evasion of the plain duty of intellectual integrity, which sets in if one lacks the courage to clarify one’s own ultimate standpoint

and rather facilitates this duty by feeble relative judgments. In my eyes, such religious return stands higher than the academic prophecy, which does not clearly realize that in the lecture-rooms of the university no other virtue holds but plain intellectual integrity: Integrity, however, compels us to state that for the many who today tarry for new prophets and saviors, the situation is the same as resounds in the beautiful Edomite watchman’s song of the period of exile that has been included among Isaiah’s oracles:

He calleth to me out of Seir, Watchman, what of the night? The watchman said, The morning cometh, and also the night: if ye will enquire, enquire ye: return, come.

The people to whom this was said has enquired and tarried for more than two millennia, and we are shaken when we realize its fate. From this we want to draw the lesson that nothing is gained by yearning and tarrying alone, and we shall act differently. We shall set to work and meet the “demands of the day,” in human relations as well as in our vocation. This, however, is plain and simple, if each finds and obeys the demon who holds the fibers of his very life.

CRITICAL-THINKING QUESTIONS

1. In what sense do members of a traditional society know more about their world than we do? In what sense do we know more?
2. What is “Tolstoi’s question”? Why can science not answer it?
3. What does Weber see as the great burden of living in a modern society? In other words, what comforts of the past are less available to modern people?