

High School Education

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No more vital question to-day claims the attention of thinking men than that of Education. If to educate be, according to the definition of Monsignor Dupanloup, "to cultivate, to train, to develop, to strengthen and to polish all the physical, intellectual, moral and religious faculties which constitute nature and human dignity in the child; to give to these faculties their perfect integrity, to establish them, in the plenitude of their power and their action," no more important matter can engage the minds of men who have at heart the interest of humanity and the glory of God. No wonder that we hear in every civilized country from all classes and creeds the anxious query: How shall we educate our children? How shall we best fit them for the discharge of their social, political and religious obligations? All seem to realize that the true happiness and prosperity of the nation depends upon a satisfactory solution of this vital question; but, unfortunately, there are many and conflicting opinions as to the meaning of Education and as to the manner in which it ought to be imparted. Educational problems in no place can be regarded as in a state of rest, not to say finality. They may be considered rather as a series of experimental advances in which the views of one set of thinkers prevail for a time and then give place to others arguing from a different base of generalization.

The education of an individual is the development, the unfolding, of an individual—body and soul. It is something physical, mental and moral. In each of these orders it implies a continuous supply of material for the new and the higher exercise of the powers developed. It is the man who is to be educated, the temple