

The Degradation of Scholarship

you must properly appreciate or value these facts from the point of view of principles that ought to govern human actions, and thirdly, these facts should be explained by going back to the causes, whether particular or general, that produced them. That is, the scientific method in history requires, first, verification; secondly, appreciation or valuation; and thirdly, explanation of historic facts.

In a High School it is true there is not sufficient time for historical research or investigation, but there is sufficient time to study a question on more than one side; there is sufficient time to be honest; there is sufficient time to prefer truth to falsehood; and where in a mooted point the policy and teachings of the Catholic Church are involved there should be sufficient time and sufficient honesty to consult authors who know whereof they write. Take for example the history of the Middle Ages. Without a thorough and correct knowledge of the policy, teachings and work of the Catholic Church, how, I ask, may the student hope to follow and understand the great movements of history in those centuries? In the first place, the Catholic Church in the Middle Ages was the bulwark of sovereignty, law and order, the founder of universities, the patron of letters, the inspiration of art, the shield of the oppressed, and a very staff and guide to