need of *illuminative* reason, of balance of mind in the face of tangled politics, the words of the great Cardinal bring peace and a norm for our thinking:—

"To have even a portion of this illuminative reason, and true philosophy is the highest state to which nature can aspire in the way of intellect; it puts the mind above the influences of chance and necessity, above anxiety, suspense, unsettlement, and superstition, which is the lot of the many . . . the intellect, which has been disciplined to the perfection of its powers, which knows, and thinks while it knows, which has learned to leaven the dense mass of facts and events with the elastic force of reason, such an intellect cannot be partial, cannot be exclusive, cannot be impetuous, cannot be at a loss, cannot but be patient, collected and majestically calm, because it discerns the end in every beginning, the origin in every end, the law in every interruption, the limit in each delay; because it ever knows where it stands, and how its path lies from one point to another. It is the rerpayouros of the Peripatetic, and has the nil admirari of the Stoic.

Felix qui potuit rerum cognoscere causas, Atque metus omnes, et inexorabile fatum Subjecit pedibus, Strepitumque Achcrontis avari.

. . . that perfection of the intellect, which is the result of Education, and its *beau ideal*, to be imparted to individuals in their respective measures, is the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them, each in its place, and with its own characteristics upon it. It is almost prophetic from its knowledge of history; it is almost heart searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres'' (*Idea of a University*, Discourse VI).

BIBLIOGRAPHY

Philosophy

Divini Illius Magistri. (The Christian Education of Youth). Encyclical by His Holiness Pope Pius XI. English Translation—Catholic Truth Society. 1943 Edition.

Studiorem Ducem. Encyclical of His Holiness Pope Pius XI on the occasion of the 6th Centenary of St. Thomas Aquinas. 1923.

124

BIBLIOGRAPHY

True Humanism. Jacques Maritain. Geoffrey Bles. 1941.

Catholic Art and Culture. E. I. Watkin. Burns, Oates. 1942. The Philosophy of Teaching of St. Thomas Aquinas. M. H.

Mayer, M.A. Bruce Publishing Company, New York. 1929.

The Catholic Church & Education. M. O^{*}Leary. Burns, Oates, 1943.

The Idea of a University. John Henry Newman. Longmans.

L'Ame de l'Education. Francois Charmot, S.J. Ed. Spes.

- Vers un Humanisme Nouveau. Francois Charmot, S.J. Ed. Spes.
- Le Catholicisme ses Pedagogues, sa Pedagogie De Hovre. Dewit. Brussels. 1930.
- Prayer and Intelligence. Jacques & Raïssa Maritain. Sheed & Ward.

PSYCHOLOGY

- A Humane Psychology of Education. Jaime Costello, S.J. Sheed & Ward, 1938.
- The Psychology of Character. Rudolf Allers. Sheed & Ward.
- The First Instruction of Children and Beginners. Rev. Joseph F. Tahon. Sheed & Ward. 1930.
- The Pivotal Problems of Education. Cunningham. Macmillan. 1943.

HISTORY

Christian Schools and Scholars. Frances Drane. Longmans. 1867.

- Education with a Tradition. M. O'Leary. London Univ. Press. 1936.
- The French Tradition in Education. H. C. Barnard. Cambridge Univ. Press. 1922.
- The German Educational System. A Survey submitted by the Deutsche Padagogische Auslandstille. R. Voigtlander. Leipzig.

Contribution of Catholic Education to American Life. Rev. J. Johnson. Published by National Catholic Welfare Conference. 1912. Massachusetts Avenue, N.W. Washington, D.S.

Catholic Education in New South Wales. Rev. Brother Urban Corrigan. Angus & Robertson, Sydney, Australia.

Nationalism and Education in Modern China. C. Peake. Columbia University Press, New York, 1932.

Comparative Education I. Kandel. Harrap, 1933.

SOCIOLOGY

- The Future in Education. Richard Livingstone. Cambridge Univ. Press, 1941.
- Education for a Changing World. Richard Livingstone. Cambridge Univ. Press. 1943.
- To Whom do Our Schools Belong? Leslie Smith. Blackwell. 1943.

THE LIFE OF THE SPIRIT

- The Catholic Schools. H. Outram Everett. Cambridge Univ. Press. 1944.
- Redbrick University. Truscott. Faber. 1944.

PAMPHLETS AND REPORTS

- The Education Act of 1944.
- The Reports of the Consultative Committee of the Board of Education on the Adolescents, the Primary School, the Nursery School.
- The Spens Report on the Secondary School.
- The Norwood Report.
- The Fleming Report.
- Board of Education Report on Teachers and Youth Leaders.
- The McNairn Report on Training Colleges.
- Neighbourhood Education. Educational Settlements Assn. 1940.
- Colleges for Adult Students. Educational Settlements Assn. 1940.
- People's Colleges for Residential Adult Education. Educational Settlements Assn. 1943.
- Citizen Centres for Adult Education (with a foreword by Sir Richard Livingstone). Educational Settlements Assn. 1943.
- Adult Education and the Trade Unionist. The Birmingham Printers.
- The Countryman's College. H. C. Dent. Published for the British Council. Sir Isaac Pitman & Sons. 1943.
- Workers' Education in Great Britain. Workers' Educational Assn.
- Industry and Education. A Statement by Nuffield College. Bale & Staples.
- The Schools Question. (Sword of the Spirit Leaflet).

- Religious Education in England. A. C. F. Beales. Sword of the Spirit.
- Catholic Secondary Schools. Rev. C. Somerville, S.J. Sword of the Spirit.
- The Training of the Catholic Teacher. M. O'Leary. Sword of the Spirit.
- Catholics and the Education Bill. Rev. John Murray, S.J Sword of the Spirit.

A TREATISE ON THE INEFFABLE MYSTERY OF OUR REDEMPTION

By

LUIS OF GRANADA, O.P.

(Translation by a Nun of Stanbrook Abbey).

CHAPTER VII. (cont.)

Men can judge from this how they should love that Lord who, wicked as they were, and his deadly enemies,

¹²⁶