

Dictionary Of Scholastic Philosophy

The ABC of Scholastic Philosophy Dictionary of Scholastic Philosophy ABC of Scholastic Philosophy ABC of Scholastic Philosophy The ABC of Scholastic Philosophy Dictionary of Scholastic Philosophy Summary of Scholastic Principles An Introduction to Scholastic Philosophy The ABC of Scholastic Philosophy Lessons in Scholastic Philosophy The Revival of Scholastic Philosophy The Revival of Scholastic Philosophy in the Nineteenth Century ABC of Scholastic Philosophy Dictionary of Scholastic Philosophy Ethics Scholasticism Old and New: An Introduction to Scholastic Philosophy, Medieval and Modern (1907) The Revival of Scholastic Philosophy in the Nineteenth Century Scholasticism Old and New An Introduction to Scholastic Philosophy The Scholastic Philosophy Considered in Its Relation to Christian Theology Anthony Charles Cotter Bernard Wuellner A C Cotter A. C. Cotter A C (Anthony Charles) 1879 Cotter Bernard Wuellner Bernard Wuellner Maurice De Wulf A. C. Cotter Michael W. Shallo S.J. Joseph Perrier Joseph Louis Perrier A. C. Cotter Bernard Wuellner J. Elliot Ross M. De Wulf Joseph Louis Perrier Peter Coffey Maurice de Wulf Renn Dickson Hampden

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it is not a summary of philosophical problems which the beginner cannot digest and which may engender in him a spirit of

skepticism for a like reason cotter does not give an outline of the history of philosophy with the same problems arranged by periods instead he confined himself to a few important data on the principal philosophers of past ages and the author tried to sketch the intellectual equipment with which the student is supposed to begin philosophy

the scholastic philosopher is interested in definition for a different reason than the lexicographer and linguist the philosopher is trying to learn things he defines after investigating reality in an attempt to describe reality clearly and to sum up some aspect of his understanding of reality hence we find our scholastic philosophers adopting as a main feature of their method this insistence on defining on precise and detailed explanation of their definitions and on proving that their definitions do correctly express what a nature or activity is a dictionary of the language of scholastic philosophy fitted to the needs of beginners and of undergraduate students of the subject is not available in english

abc of scholastic philosophy by a c cotter s j is a concise yet profound introduction to the classical system of thought that shaped centuries of western intellectual life the philosophy of aristotle and st thomas aquinas written with clarity order and a deep reverence for truth this volume distills the essence of scholasticism into a practical guide designed for students teachers and seekers of sound reasoning cotter s goal is both pedagogical and philosophical to make the principles of scholastic thought accessible to the modern mind without sacrificing rigor in a series of carefully structured chapters he introduces the reader to logic metaphysics epistemology ethics and natural theology always grounding abstract concepts in clear examples and methodical reasoning the book s abc structure mirrors the very discipline it teaches orderly systematic and aimed at forming the intellect as well as informing it yet abc of scholastic philosophy is far from dry instruction cotter writes with the conviction that truth is not merely to be analyzed but lived that philosophy serves faith by illuminating reality and strengthening the moral life rooted in the thomistic tradition his text reveals how classical reason and christian revelation can coexist in harmony offering the modern reader a way to think clearly in an age of confusion for those seeking intellectual grounding moral clarity or a disciplined approach to thought itself abc of scholastic philosophy remains a timeless primer an enduring guide to the art of reasoning well and the pursuit of wisdom

this book is only partially new it is an expansion of logic and epistemology which was first printed in 1930 and has since been reprinted or revised almost each year the expansion consists in the addition of an introduction to philosophy and of ontology it had been my original intention to add both parts but other more urgent work stood in the way until now as in the preface to the former work i wish to stress a few considerations that have guided me in the composition of this some are more general others are

applicable to one or the other of the branches of philosophy here offered 1 brevity plain and direct presentation close knit reasoning and logical coherence these are the aims which have been kept in view throughout 2 the scholastic system and method were chosen for presentation some 30 years of teaching philosophy and theology have convinced me of its pedagogical worth there is no other philosophical system that can rival the scholastic in common sense and definiteness there is no other philosophical method that even approaches the scholastic in sound reasoning and logical force to the beginner who is not yet capable of grappling with superficial systems and subtle methods such a philosophy is indispensable 3 the introduction to philosophy differs considerably from those current today it is not a summary of philosophical problems which the beginner cannot digest and which may engender in him a spirit of skepticism for a like reason i have not given an outline of the history of philosophy with the same problems arranged by periods instead i confined myself to a few important data on the principal philosophers of past ages and i tried to sketch the intellectual equipment with which the student is supposed to begin philosophy 4 in logic the simple syllogism has been made the unifying theme as well as the ultimate aim on the other hand the sentence or proposition has been made the starting point of all explanations the reason for this is the well known axiom that all truths are expressed by us in sentence form 5 nor let it be said even more emphatically is epistemology a branch of psychology epistemology investigates the final cause of our cognitive faculties psychology the other three causes formal material efficient again the four causes are present in all cognition but epistemology restricts itself to the purpose of cognition 6 in ontology it has been my endeavor to eliminate the latin flavor and to substitute for it readable and plain english special attention has been given to the bibliography and the alphabetical index the former lists practically all english catholic books on the subject including both earliest and latest publications the latter has been made very detailed so as to insure the utmost of usefulness

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principles may well be regarded as the main part of philosophy they are among the major discoveries of philosophy condensing in themselves much philosophical inquiry and insight they are the starting point of much philosophical discussion they are the base

for exposition for proof and for criticism they serve the student and the reader of philosophy much as legal maxims serve jurists and as proverbs serve the people they are for scholastic philosophers the household truth of their tradition this book includes not only all principles of scholastic philosophy but also exercises to apply the principles to several occasions the book is useful for all students and professionals in philosophy

the object of the book is to meet and combat false conceptions to co ordinate true notions and so to furnish the reader with some general information on the old and the new scholasticism the advantage of the book is its two sided perspective that contains historical investigations about the ancient sources of the scholastic philosophy and the decline from it but it contains also a systematic perspective by which the doctrines of the scholastic philosophizing are collected systematically therefore this book is an scholarly introduction into the scholastic philosophy dedicated for undergraduate s

this is a new release of the original 1947 edition

the book contains a systematical and very accurate introduction into the scholastic philosophy it begins with part one containing logic and dialectic part two deals with metaphysics and ontology part three examines cosmology followed by the fourth part which embraces rational psychology part five deals with natural theology in spite of its systematic architecture the book exemplifies the skill of the author to write a very comprehensible text that can be read with profit by undergraduates

one of the movements that have excited the interest of the world of thought in the nineteenth century has been the revival of scholasticism the philosophy of the middle ages had been for centuries past buried in deepest oblivion it had been considered inconsistent with the development of natural science and all philosophers as well as scientists deemed it dead a most fitting end it appeared to us in the dim light of history as an ill shapen monster which had wandered in the darkness of night amid philters and mysterious juices during the ages in which men seriously considered alchemy and the philosopher s stone but the monster thought we had disappeared forever at the light of modern discoveries like the ill omened bird of night which cannot abide the rays of the morning sun suddenly to the astonishment of all scholasticism has awaked from its slumber it has appeared again in the face of the world has been accepted by great minds has been expounded and defended by powerful writers and has given rise to a great number of interesting philosophical works its admirers have even tried not only to prove its congruity with modern scientific results but to show that it is the only system capable of explaining them facsimile edition

written in the period affected by the neo scholastic movement in philosophy perrier s well known treatment of the subject is still ubiquitously cited this handy resource lays out the premises of scholasticism and traces its development up to the author s time

st alphonsus writes a single bad book will be sufficient to cause the destruction of a monastery pope pius xii wrote in 1947 at the beatification of blessed maria goretti there rises to our lips the cry of the saviour woe to the world because of scandals matthew 18 7 woe to those who consciously and deliberately spread corruption in novels newspapers magazines theaters films in a world of immodesty we at st pius x press are calling for a crusade of good books we want to restore 1 000 old catholic books to the market we ask for your assistance and prayers this book is a photographic reprint of the original the original has been inspected and some imperfections may remain at saint pius x press our goal is to remain faithful to the original in both photographic reproductions and in textual reproductions that are reprinted photographic reproductions are given a page by page inspection whereas textual reproductions are proofread to correct any errors in reproduction

the scholastic philosopher is interested in definition for a different reason than the lexicographer and linguist the philosopher is trying to learn things he defines after investigating reality in an attempt to describe reality clearly and to sum up some aspect of his understanding of reality hence we find our scholastic philosophers adopting as a main feature of their method this insistence on defining on precise and detailed explanation of their definitions and on proving that their definitions do correctly express what a nature or activity is a dictionary of the language of scholastic philosophy fitted to the needs of beginners and of undergraduate students of the subject is not available in english about the author bernard wuellner s j was chairman of the university of detroit philosophy department from 1938 to 1943 when he came to loyola university to teach write and edit various publications he was on the loyola faculty from 1943 until 1952 and from 1959 until 1962 he has also held philosophy teaching positions at carroll university in cleveland and xavier university in cincinnati father wuellner wrote six books dealing with philosophy and theology wuellner died in 1997

the book contains a systematical investigation of the ethics from a scholastic standpoint it begins by examining the fundamental theory of action after that the author develops the conceptions of duty and laws as concrete duties finally the book examines social ethics as embracing all the rights and duties of men in their relations with other men both as individuals and as groups either in the family or in the state the author offers a very comprehensible text that can be read with profit by undergraduates

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originally published under the title scholasticism old and new in this corrected edition of a standard work professor maurice de wulf great authority on medieval philosophy examines the scholastic tradition after a careful and discriminating examination of the true nature and definition of scholasticism in which he sifts modern interpretations and misinterpretations of the scholastic spirit he analyzes the scholastic method scholastic philosophy in its relations to medieval philosophy in general as well as to ancient philosophy and medieval science scholastic metaphysics theodicy general physics celestial and terrestrial physics psychology moral philosophy and logic the decline of medieval scholasticism is then treated examination is not so much in terms of individual thinkers as is usual in histories of philosophy as in terms of a philosophia communis of the scholastic tradition the second part of this work examines the modern scholastic revival with a discussion of the relations of neoscholasticism and neothomism to history of philosophy religion and modern science and an examination of the neoscholastic doctrines considerable information is included on the neoscholastic estimation of various trends in modern philosophy written by one of the very greatest historians of medieval philosophy this book is useful both as a corrective to earlier histories and as an excellent exposition and evaluation of the scholastic position

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Introduction

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