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A Useful Text: The Elements of Logic

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Is it possible that the judicious use of our national symbol for courage and righteousness, the bolo, might succeed in bringing honesty where everything else seems to have failed? The cockpit certainly is not an institution that we would like to see enshrined for posterity. But where correcting a defect of national and public proportions is concerned, we may well learn from such deterrents as keep the cockpit honest if nothing else.

ENRIQUE VICTORIANO

A USEFUL TEXT

THE ELEMENTS OF LOGIC. By Vincent Edward Smith. Milwaukee, Wis.: The Bruce Publishing Company, 1957. xii, 298p.

Since this textbook in Aristotelian logic for undergraduate students has been designed in such a manner that it can be covered in one semester, namely forty-odd hours of teaching time, it has a great appeal to the Professor of Logic. Moreover, the author has organized the matter in such a clear-cut manner that both the professor and the students can't help but realize that the matter can be covered in the time available. Thus the book is divided into seven parts: introduction, the first act of the mind, the second act of the mind, the third act of the mind, the kinds of argument, special questions and finally the fallacies.

The author has two modest ambitions. The first is to make logic come more alive for students by presenting it in terms of case histories of logical operations. The other is to move considerably beyond the purely formal treatment of the syllogism and to confront students with some modern applications of logic and the scientific method. In my opinion the author has certainly achieved his purposes.

Mr. Smith, knowing that Logic is an art as well as a science, accomplishes his first purpose by means of numerous case histories which are so varied and explained so clearly that the student's attention is bound to be captivated. Thus Logic becomes a fascinating study, or perhaps I should say, an exhilarating experience rather than a study.

The author has a very interesting way of showing the domain of Logic by using examples from different fields of knowledge which bring out the meaning and distinctions between real and logical relations. Thus the student realizes that Logic is not confined to a single department of knowledge but is applied in all learning to all fields of knowledge.

Since the purpose of Logic is to organize logical forms, the author shows how this organization is accomplished in the first operation of the mind by considering comprehension and extension of concepts, then the reflex universals and the categories till he comes to definition which is the highest achievement of the first act of the mind.

When the author reaches the second operation of the mind he again brings out the logical relations involved, especially in the square of opposition; thus the student comes to realize that just as the chemist studies the properties of sulfur and the laws of its combination, so the logician studies the properties of logical relations and the laws governing their combination.

In his treatment of the third operation of the mind, the author has some very valuable aids for translating a categorical argument from its grammatical brevity into its full and formal logical structure. Thus the student is brought to realize the present-day utility and importance of Logic in all fields of knowledge.

Moreover, after the author has treated the demonstrative, dialectical, rhetorical and literary syllogisms, the student becomes aware that Logic as conceived by an Aristotelian and a Thomist is quite different from a list of dead rules. It lives in homes as different as mathematics and literature. The student of Logic should be able to identify any of the four forms of discourse and, according to the different standards required in each case, lend a critical eye to each of them.

Next the author shows how history is a valuable preparation for science, giving us in the intellectual order those opinions where dialectic must begin and in the moral order that experience of others' conduct which aids us to regulate our own.

In Part VI entitled "Special Questions" the author explains the experimental method by showing that it belongs to the operation of induction by incomplete enumeration. After this the author brings out the relation of hypothesis to logic. Next the author considers Mill's "Canons of Induction" and gives a clear evaluation of them indicating their weakness and their true value.

Next the author explains "Statistical Reasoning" and, then in two chapters, he briefly examines what is called the propositional calculus, which is a branch of modern symbolic or, as it is often called, mathematical logic, and shows the difference between the Aristotelian logician and the modern logician.

In the last part of his book, the author treats of "Fallacies" by means of some very important and up-to-date case histories.

HENRY B. McCULLOUGH

THE STUDY OF POPULATION

DEMOGRAPHIC ANALYSIS: SELECTED READINGS. Edited by Joseph J. Spengler and Otis Dudley Duncan. Glencoe, Ill.: The Free Press, 1956. xv, 819p. \$9.50.