The <u>Scholastics or Schoolmen</u>, as they were called, were interested in resolving man's need through a return to a more basic and settled system of thought. To do this they worked to revive what had been known before and to give it new light and meaning. We think that if they had shown equal effort to the Scripture...the end would have been better. But the church inhibited that...the official interpretation of the Scripture depended on clerical right, not the independent study of interested people at large.

The Heart of the Matter: What is reality

The question is equally important to religion, philosophy and technology but is not easily answered. You can probably see how in the world of that day the question took on an incresed meaning for, when you don't have much anyway, what you do have seems a lot more important...especially since you are not sure you will ever get anything else. You are even faced with the fact that what you have may be taken from you so the concept of what is real and what is not becomes very important. Before you give your life for something it is good to know what you are giving it for..at least in a propositional sense. The chore is, then, to determine what is real and what is not real.

This battle hinged on the matter of <u>universals</u>, concepts or things that are true in all ages and circumstances and therefore are worthy of our desire. It is a difficult matter for a poor farmer like the present writer to say it well but the following quotation from Edwards and Pap: A MODERN INTRODUCTION TO PHILOSOPHY (1958) may help:

> Plato was apparently so perplexed by the fact that we can know universal propositions independently of experience that he had to invent a myth in order to account for it; the soul rememberes visions it has enjoyed in a former disembodied life. Other philosophers, less poetical than Plato, tried to account for it in terms of a distinction between two kinds of entities, a distinction that played a vital role in Plato's philosophy: "universals" (Plato called them "forms", Locke "ideas") and "particulars". When we look at blackboards we see particular triangles drawn but when we prove the Euclidean theorem about triangles,