



Name:

Date:

Grade:

Quiz, Class One

1) Give the Sanskrit and English names for the classical Indian treatise which forms the basis for the Buddhist art of reasoning and perceptual theory; also list its author and his approximate date. (Tibetan track in Tibetan.)

2) Name the principal Tibetan monastic textbook that we will use in our study of formal logic and other important topics found in the original treatise; also list its author and his dates. (Tibetan track in Tibetan.)

3) State a negative reason why we should study the Buddhist art of reasoning, and then give a quotation from Lord Buddha himself to back up your statement. (Tibetan track in Tibetan.)

4) Give the definition of a reason. (Tibetan track in Tibetan.)



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Quiz, Class Two

1) Give the definition of an existing thing in Buddhist logic. (Tibetan track in Tibetan.)

2) Name, define, and give one example each of the two most common categories into which all existing things are divided. (Tibetan track in Tibetan.)

a)

b)

3) Give the three different kinds of working things, their definitions, and a classical example of each one. (Tibetan track in Tibetan.)

a)

b)

c)



Name:
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Quiz, Class Three

1) Name, define, and give one classic example each of the three nominal divisions of "things that are general." (Tibetan track name and give example in Tibetan, but define in English.)

a)

b)

c)

2) Why is the study of "quality and characteristic" vital for those who wish to see emptiness directly?



Name:
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Quiz, Class Four

1) Give the definition of a material cause, and state an important application of this kind of cause. (Tibetan track in Tibetan.)

2) Give the definition of a correct reason. (Tibetan track in Tibetan.)

3) Give the names of the three relationships that hold with a correct reason, and state them in a simplified manner for the logical statement, "Consider sound; it's a changing thing; because it's a thing which is made."

a)

b)

c)



Name:
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Quiz, Class Five

1) Give the five broad divisions of working things. (Tibetan track in Tibetan.)

a)

b)

c)

d)

e)

2) Name the two broad categories of mental things that are aware of other things. (Tibetan track in Tibetan.)

3) Mental things can also be divided into perceptions which are valid and those which are not. Give the definition of a valid perception according to the Buddhist logic schools. (Tibetan track in Tibetan, and also name the two divisions in Tibetan.)

4) Name the two kinds of valid perception. (Tibetan track in Tibetan.)

5) Name the three categories of correct reasons we get when we divide correct reasons by their basic nature. (Tibetan track in Tibetan.)

a)

b)

c)



Name:
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Quiz, Class Six

1) Give the two kinds of negative things, and an example of each. (Tibetan track in Tibetan.)

2) State a general description of something which is negative in the sense of not being something, and give a typical example.

3) Give a typical example of a logical statement which includes a correct reason that utilizes a nature, and state generally what makes it such a reason.



Name:
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Quiz, Class Seven

1) State the two conditions that are required for two things to be in contradiction with each other. (Tibetan track in Tibetan.)

a)

b)

2) Name and give one example each of the two kinds of contradictions. (Tibetan track in Tibetan.)

a)

b)

3) Name and give one example each of the two types of relationships. (Tibetan track in Tibetan.)

a)

b)

4) Name the two types of correct reasons used to prove the absence of something. (Tibetan track in Tibetan.)

a)

b)

5) What is the ultimate application of such a reason?



Name:
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Quiz, Class Eight

1) Name the three qualities that must be present for something to be a definition. (Tibetan track in Tibetan.)

a)

b)

c)

2) Give an example of a single definition which incorporates both kinds of definition, and explain the parts of it that function as each of the two kinds. (Tibetan track in Tibetan.)



Name:
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Quiz, Class Nine

1) Identify the mentioned elements in the following logical statement. (Tibetan track identify in Tibetan, and also name each of the elements.)

Consider sound.

སྒྲ་ཚོས་ཅན།

It is a changing thing,

མི་དྭགས་སྟེ།

Because it is a made thing.

བྱས་པའི་སྟེང་།

It is, for example, like a water pitcher.

དཔེར་ན་བུམ་པ་བཞིན།

(1) *the subject:*

(2) *the assertion:*

(3) *the quality to be proven:*

(4) *the explicit form of the quality to be proven:*

(5) *an implicit form of the quality to be proven:*

(6) *the position denied:*

(7) *the quality denied:*

(8) *the group of similar cases:*

(9) *a group of dissimilar cases:*

(10) *the reason:*

(11) *the expression of the relationship between the subject and the reason:*

(12) *the expression of the positive necessity between the reason and the quality to be proven:*

(13) *the expression of the negative necessity between the reason and the quality to be proven:*

(14) *the similar example:*



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Quiz, Class Ten

1) Give the definition, according to this school, of the past relative to the time of a particular object such as a water pitcher. (Tibetan track in Tibetan.)

2) Give two senses in which the Consequence group, the highest kind of Middle-Way school, says that the past is a working thing.

a)

b)

3) Name the three general types of incorrect logical statements for particular proofs, and give an example of each. (Tibetan track in Tibetan.)

a)

Example:

b)

Example:

c)

Example: