ELEMENTARY LESSONS IN LOGIC:

DEDUCTIVE AND INDUCTIVE.

WITH COPIOUS QUESTIONS AND EXAMPLES,

AND

A VOCABULARY OF LOGICAL TERMS.

BY

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PREFACE.

In preparing these Lessons I have attempted to show that Logic, even in its traditional form, can be made a highly useful subject of study, and a powerful means of mental exercise. With this view I have avoided the use of superfluous technical terms, and have abstained from entering into questions of a purely speculative or metaphysical character. For the puerile illustrations too often found in works on Logic I have generally substituted examples drawn from the distinct objects and ideas treated in the natural and experimental sciences; and in this and other respects have aimed at rendering these Lessons a suitable companion to a series of science school-books.

Logic is not only an exact science, but is the most simple and elementary of all sciences; it ought therefore undoubtedly to find some place in every course of education. The relations of propositions and the forms of argument present as precise a subject of instruction and as vigorous an exercise of thought, as the properties of geometrical figures, or the rules of Algebra. Yet every school-boy is made to learn mathematical problems which he will never employ in after life, and is left in total ignorance of those simple principles and forms of reasoning which will enter into the thoughts of every hour. Logic should no longer be considered an elegant and learned accomplishment; it should take its place as an indispensable study for every well-informed person. These Lessons I trust will introduce to the science many who have not leisure or inclination to read more elaborate treatises, and many who would not be attracted by the numerous but somewhat dry and brief compendiums published in past years.

It is desirable that Lessons in Logic should be made the basis of many exercises, and for this purpose I have supplied abundance of questions and examples at the end of the book, some of which are selected from the examination papers of the Oxford,

London, and Edinburgh Universities. In my own classes I have constantly found that the working and solution of logical questions, the examination of arguments and the detection of fallacies, is a not less practicable and useful exercise of mind than is the performance of calculations, and the solution of problems in a mathematical class.

Except in a few places, where special notice is given, I have abstained from putting forward any views not commonly accepted by teachers of logic; and I have throughout devoted more attention to describing clearly and simply the doctrines in which logicians generally agree, than discussing the points in which there is a difference of opinion. The recent logical discoveries of Sir W. Hamilton, Mr George Bentham, Prof. de Morgan, and especially the late Prof. Boole, cannot yet be fully adopted in an elementary work, but I have attempted to give a clear notion of the results to which they inevitably lead.

In the latter Lessons which treat of Induction I have generally followed Sir John Herschel, Dr Whewell and Mr J. S. Mill, as the recognised authorities on the subject. These Lessons in fact may be regarded as an easy introduction to some of the most important parts of Mr Mill's treatise on Logic.