

**THE ELEMENTS OF LOGIC, EXPLAINED BY
NUMEROUS EXAMPLES AND EXERCISES:
ADAPTED TO THE
CAPACITY OF YOUNGER STUDENTS, AND
DESIGNED FOR ACADEMIES AND THE
HIGHER CLASSES OF COMMON SCHOOLS**

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The Elements of Logic, Explained by Numerous Examples and Exercises: Adapted to the Capacity of Younger Students, and Designed for Academies and the Higher Classes of Common Schools by Charles K. True

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CHARLES K. TRUE

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Chas. K. True
BY CHARLES K. TRUE, A. M.

—
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PREFACE.

Logic, as a science, is simple and limited. Most modern treatises upon the subject have erred, by extending it beyond its proper department, on the one hand, and by excluding it from its legitimate province on the other. By some, it has been made to occupy the ground of mental science, and to usurp the place of rhetoric; by others, it has been denominated, "*an art of reasoning*;" as if there were any sound reasoning, which is not logical; while others have claimed for it, the unlimited sphere of teaching "the right use of reason." These errors have been exposed by Archbishop Whately, and the true nature and appropriate office of logic have been explained and vindicated. His learned and able treatise has obtained favor in the universities of Great Britain and the United States; and will go far, undoubtedly, to revive and extend a

neglected, but invaluable science. The principles of that work have been adopted as the basis of the present volume.

The treatise, now presented to the public, is designed for a department hitherto unoccupied.

A science, so rudimentary in its principles, and so extensive in its applications, ought to be studied with the common elements of learning. Nor, when properly explained, will it be found any more difficult to the younger student than grammar or arithmetic. It will not task the powers, beyond what is desirable in salutary discipline, while its tendency to promote a habit of thinking will be greater than that of any other science. Indeed, logic must be studied early and rendered perfectly familiar, in order to be of much practical utility, in the business of life. It is so long postponed in existing systems of education, and, after all, so superficially studied, that there is scarcely one educated man in a thousand, who professes to be master of logic.

This work, though simple in its arrangement, embraces all that is essential to logic, while every thing, which does not strictly and

necessarily come within the appropriate province of the science, has been excluded. Collateral matter and discursive explanations have been avoided, as rather calculated to embarrass and confuse the youthful mind. The principles and rules of the science have been stated distinctly, and illustrated by a variety of examples. If any further explanation is necessary, the enlightened teacher can easily supply it. The great points will thus stand out prominently to view, and all that is added, by way of comment, will be associated with them in the mind. The attention of the learner will not be distracted by many particulars, nor the memory encumbered with unessential matter.

For these reasons, the articles usually found in logical treatises, upon the different kinds of evidence, generalization, abstraction, rules of controversy, interpretation, method, the ten categories, and all metaphysical distinctions, have not been incorporated in this work. For an acquaintance with these subjects, the student is referred to other authors.

In the preparation of this work, the author acknowledges his indebtedness to Whately,

Wesley, Hedge, S. E. Parker, and some of the older logicians; from them he has selected most of the examples, which are furnished, and, when a form of expression, in the statement of a rule or definition, has suited the design of the work, he has frequently adopted it without alteration.

The work is now committed to the public, with the earnest hope that it may contribute to the cause of truth, by encouraging, in the youth of this nation, the habit of sound reasoning.

DIRECTIONS FOR TEACHERS.

1. For the sake of precision and uniformity in the class, let the pupils commit to memory all the paragraphs that are numbered.
2. Let a large part of the exercises be written out fully on the slate, or the black-board.
3. In the examples in the appendix, let the pupil describe, 1st, the terms; 2d, the propositions; 3d, the form of the argument; 4th, if it be not a regular syllogism, let it be reduced to that form; 5th, if it be a regular syllogism, let it be changed to an enthymeme, such as would be used in common discourse; 6th, let it be stated whether it is, or is not, a valid syllogism; 7th, let the reason be assigned.
4. Any argumentative discourse may be analyzed, in like manner, after the student is perfectly familiar with all the principles and exercises of this book.

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