

**CLARENTON PRESS SERIES. THE  
ELEMENTS OF DEDUCTIVE  
LOGIC: DESIGNED MAINLY FOR  
THE USE OF JUNIOR STUDENTS IN  
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**THOMAS FOWLER**

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DEDUCTIVE LOGIC

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FOR THE USE OF JUNIOR STUDENTS  
IN THE UNIVERSITIES*

BY  
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## P R E F A C E.

THE precise object of the following pages is (without pre-supposing any technical acquaintance with logical terminology) to enable a student of average intelligence to acquire for himself an elementary knowledge of the main problems, principles, and rules of Deductive Logic. They are not designed to save him the trouble of afterwards consulting more advanced text-books, either in his own or other languages. The English student who wishes to gain an exact and detailed knowledge of the relations of Deduction to Induction, and consequently of the true place and value of the former process in any special science, must still have recourse to the works of Mr. Mill; or, if he wish to trace the history of logical terms and doctrines (one of the most important chapters in the history of both ancient and modern literature), he must still consult Sir W. Hamilton's *Lectures*, and

the Appendices and Notes of Dr. Mansel to Aldrich's *Logic*.

To these works, as well as to Archbishop Whately's luminous *Chapter on Fallacies*, and to the original and suggestive work of Mr. James Mill on the *Analysis of the Phenomena of the Human Mind*, the Author must, once for all, express his obligations. He has, however, endeavoured, on all disputed points, to reason out his own conclusions, feeling assured that no manual, however elementary, can be of real service to the student, unless it express what may be called the 'reasoned opinions' of its author.

The great difficulty to be encountered by any writer of an English Manual of Logic is the unsettled state of our logical terminology. Many words have various significations, or are used in different senses by different writers, and often there are no recognised terms to express some distinction which it is still incumbent on the logician to notice. A fixed and sufficient terminology can, however, only be created by the habit of teaching Logic, and of carrying on our discussions on the science, in our own language. But though, in some respects, the Latin terminology may be superior to our own, there can be no question that the language in which men habitually think must be the fittest medium for analysing their thoughts.

The Notes appended to the Chapters (as distinguished from the foot-notes) are designed to inform the student of any divergences from the ordinary mode of treatment, or to suggest to him further reading on topics which, if noticed at all, are only alluded to in the text. They may be omitted on the first reading.

Besides the Notes appended to the various Chapters, it is perhaps desirable that the student, if he is entirely unacquainted with logical and psychological discussions, should omit, on the first reading, the Chapters on the Relation of Logic to Psychology, on the various Kinds of Terms, on the Denotation and Connotation of Terms, on the Relation of the Predicate to the Subject of a Proposition, on Verbal and Real Propositions, on Definitions, and on Divisions and Classifications. Unfortunately, the most difficult problems which the logician has to solve occur at the outset of his task.

It is hoped that, independently of its bearing on University studies, a Short English Manual of Logic may be used with advantage in the Upper Forms of Schools, and that it may not be without interest to the general reader.

[With reference to the present system of Examinations in Oxford, this little book is designed mainly for the use of candidates for Honours in Moderations. To gain the requisite information on the Aristotelian Logic,