PRACTICAL LOGIC: OR, THE ART OF THINKING. A TEXT-BOOK FOR SCHOOLS AND COLLEGES

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Practical Logic: Or, the Art of Thinking. A Text-Book for Schools and Colleges by D. S. Gregory

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PRACTICAL LOGIC;

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A Text-Book for Schools and Colleges.

BY

D. S. GREGORY, D.D.,

PRESIDENT OF LAKE FOREST UNIVERSITY.

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PREFACE.

NEXT to right and noble living, which is the highest thing to which man may aspire, may be placed the right thinking which is essential to such living. Logic, as the Science of the Laws of Thought, is very widely studied, in the higher schools, as an aid to the pupil in thinking; yet it is the settled conviction of many of the best educators that this Science, as it is ordinarily presented, does very little toward training to think or preparing for thinking. In short, there seems to be a growing feeling that it rather serves, in case of the average mind, to cram the memory and paralyze the thinking powers. The author of this volume shares to some extent in this conviction and feeling; hence the present attempt to construct a Practical Logic, by the use of which intelligent teachers may train inquiring minds to correct thinking.

The only way to learn to think is by thinking; the only way of training a pupil to think is by making him practise thinking. Assuming the correctness of this principle, Logical Praxis is made the prominent and essential feature of the work. Each principle of thought is turned into a Rule,

and then made part of the mental property and power of the student by abundant exercises.

The best training in thinking must be intelligent and systematic. Accordingly the foundation for this is laid by a comprehensive and systematic presentation of the forms and laws of thinking. The processes of formation and unfolding, of involution and evolution, are presented in succession. Beginning with the simplest process of observation, the praxis is carried, by successive stages, up to the highest and most complex processes of constructive thinking, and the mind capable of such work trained intelligently and systematically to clear, distinct, connected, continuous, and constructive thought.

To the various writers on the subject of Logic, the author would acknowledge his indebtedness, and especially to Ueberweg, Hamilton, Thomson, Whately, Mill, Jevons, Atwater, McCosh, Davis, Bowen, and Day.

To teachers he would suggest that Part I. may be used in the earlier stages of training, and the remaining parts reserved for a later stage. In the use of the text-book the teacher will ordinarily do his best work for his pupil by drawing largely on his own resources for material for praxis. Each locality, school-room, branch of study, and experience will suggest innumerable topics of fresh and living interest, which may be profitably substituted for those given in the text-book.

D. S. GREGORY.

LAKE FOREST UNIVERSITY,
LAKE FOREST, ILL., August, 1881.

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