EASY LESSONS ON REASONING.

PART I.

ANALYTICAL INTRODUCTION.

LESSON I.

N.B. — In these Lessons, whenever two equivalent words or phrases are employed, one of them is enclosed in angular [brackets], instead of the common mark of a (parenthesis).

§ 1. Every one is accustomed more or less to employ Reasoning. There is no one that does not occasionally attempt, well or ill, to give a Reason for any opinion he entertains;—to draw Conclusions from what he sees around him,—to support those conclusions by some kind of Arguments, good or bad,—and to answer the arguments brought against him.

Now all these expressions,—"giving a reason"—"drawing a conclusion"—"bringing forward an argument"—relate to one and the same process in the mind, that which is properly called "Reasoning." And the same may be said of several other expressions also; such as "inferring" or "drawing an inference,"—"proving a point,"—"establishing a conclusion,"—"refuting an argument," &c. All these expressions, and some others besides, have reference, as we have said, to the process of Reasoning.

§ 2. And this process, it is important to observe, is, in *itself*, universally the *same;* however different the subject-matter of our reasoning may be, on different occasions.

The same is the case with Arithmetic. We may have to add or subtract, multiply or divide certain numbers, either of Pounds-sterling, or of men, or of bushels of corn, &c., but though these are very different things, the *arithmetical-process itself*, in each of the operations, respectively, is always the same. For instance, to "multiply" always means to take one number a certain number of