

## PREFACE

THIS volume is intended primarily as a text-book for college students, and grew out of my lectures on Logic to undergraduate classes in Cornell University. It aims at being both practical and theoretical. In spite of the obvious deficiencies of formal Logic as a theory of the nature of thought, I am convinced that it is one of the most valuable instruments in modern education for promoting clear thinking, and for developing critical habits of mind. J. S. Mill, speaking in the *Autobiography* of the discipline which he received from working logical exercises, expresses the following opinion: "I am persuaded that nothing, in modern education, tends so much, when properly used, to form exact thinkers, who attach a precise meaning to words and propositions, and are not imposed on by vague, loose, or ambiguous terms." Although in treating the syllogistic Logic I have followed to a large extent the ordinary mode of presentation, I have both here, and when dealing with the Inductive Methods, endeavoured to interpret the traditional doctrines in a philosophical way, and to prepare for the theoretical discussions of the third part of the book.

The advisability of attempting to include a theory of thought, or philosophy of knowledge, even in outline,