

**PRINCIPLES OF EDUCATION,  
DRAWN FROM NATURE AND  
REVELATION, AND APPLIED TO  
FEMALE EDUCATION IN THE UPPER  
CLASSES. IN TWO VOLUMES. VOL. I**

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Principles of Education, Drawn from Nature and Revelation, and Applied to Female Education in the Upper Classes. In Two Volumes. Vol. I by Elizabeth Missing Sewell

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**ELIZABETH MISSING SEWELL**

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# PRINCIPLES OF EDUCATION,

DRAWN FROM

## NATURE AND REVELATION,

AND APPLIED TO

### FEMALE EDUCATION IN THE UPPER CLASSES.

BY

THE AUTHOR OF "AMY HERBERT"

AND OTHER TALES;

"THE FIRST HISTORY OF ROME;" "HISTORY OF GREECE;" "ANCIENT HISTORY OF  
EGYPT, BABYLON, AND ASSYRIA;" "HISTORY OF THE  
EARLY CHURCH;" ETC. ETC.

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1865.

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## P R E F A C E.

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THESE VOLUMES are the result not of theory, but of experience. If it had been otherwise, they would never have been offered to the world. Education is too important a matter for theory. The risks of mistake are too fatal.

But when the Providence of God has forced upon us the practical consideration of a particular subject, and given us opportunities for testing the principles on which we have acted, it can scarcely be presumptuous to bring the conclusions at which we have arrived—whether through success or failure—into a definite form that may possibly be useful to others.

And there are occasionally periods in life when, after having waited in the earnest hope that some other person would give utterance to opinions and facts generally ignored, though fully known, we are at last urged to speak ourselves, from the sense of a necessity which no longer admits of delay.

Under a feeling of this kind some things contained in the following pages have been written. Whether what has been said is true or false, wise or unwise,



the world must judge: but the one sole desire of the writer has been to base the principles of education upon the teaching of God in Nature and Revelation.

It is this teaching alone which can make any advice authoritative. But we must all gain strength and confidence in the work of education by discovering—if we are able to do so—that the laws for the training and government of children, which we have gathered from general opinion and tradition, or worked out by personal experience and the efforts of our individual intellect, are really no other than those primary laws upon which the One Great Ruler of all has based His own Government, and which are only *not* seen and acknowledged generally, because they work so naturally and uniformly that we submit to without being conscious of them.

BOSTON,

May 15, 1865.

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