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Education
This series focuses on educational theory and practice, particularly in the context of eighteenth- and nineteenth-century Europe and its colonies, and America. During this period, the questions of who should be educated, to what age, to what standard and using what curriculum, were widely debated. The reform of schools and universities, the drive towards improving women's education, and the movement for free (or at least low-cost) schools for the poor were all major concerns both for governments and for society at large. The books selected for reissue in this series discuss key issues of their time, including the 'appropriate' levels of instruction for the children of the working classes, the emergence of adult education movements, and proposals for the higher education of women. They also cover topics that still resonate today, such as the nature of education, the role of universities in the diffusion of knowledge, and the involvement of religious groups in establishing and running schools.

A Father’s Instructions
A physician and medical reformer enthused by the scientific and cultural progress of the Enlightenment as it took hold in Britain, Thomas Percival (1740–1804) wrote on many topics, including public health and demography. His volume on medical ethics is considered the first modern formulation, and it and several others of his works are reissued in this series. This short book of improving tales, first published in 1777, and revised and enlarged in 1779, was originally written for his own children, and, as he says, the articles ‘are placed in the order in which they were written … as leisure allowed, or as the subjects of them were suggested’. The little stories contain lessons, on obedience to parents, family affection, and kindness to animals, among many other examples of moral instruction. Percival refers to the book as ‘Part the First’, but a further collection seems never to have been published.
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A Father’s Instructions

Consisting of Moral Tales, Fables, and Reflections

Thomas Percival
PART THE FIRST.

REFLECTIONS.

MORAL TALE'S, FABLES,
Consisting of

A FATHER'S INSTRUCTIONS.
THE AUTHOR

AND MOST OBLIGED SERVANT,

M ost F aithful,

Ye Her Ladyship's

Trifling or esteem and respect,

As a

Are Inscriv'd,

M ORAL T ALKS

THese

AND MATERNAL LOVE?

CONJugal APP RECIAT ION,

OF P IRIAL PR IETY,

An Anvable Pat t e n,

COUNTLESS OF STAMFORD,

T H E

THE H OURT I HONORABLE

O
A 4

The bulk of my fondest attention, and the tenderest solicitude, The bulk of my fondest attention, and the tenderest solicitude, that you have been the objects of my affection for you. It will now appear, and it will now appear, that I have no other acceptance, 

I, the present which

The present which

My dear children,

J. P. &c.

J. P. &c.

B. P. &c.

B. P. &c.

P. &c.

P. &c.

P. &c.

P. &c.

P. &c.

P. &c.

P. &c.
When

A word of advice, which has been aptly
have alike furnished some tale
breeze, or the fragrant flower
the shady tree, the whispering
proverbial. The retiring

health, your happiness, or in-

fired to fugitive ideas of your

flying thing around me has con-

hijkl

in our de-

the place where all is pleasing.

my heart has long returned to

you have hunted from her neck,

mind; but, like the bird which

chucked your image from my

thoughts, and at times ex-

indeed necessarily directed my

lies or an active preposition have

the of the town, and the anxi-

(8)
our
regions of the blest, where
to part no more, in whose
happy lot! And hereby may we
May you be wise, virtuous, and
Abide, my dear children.

Josephethalow.

the fame which I have gained, than all
ambitious to obtain, than all
such immortality I am more
and mouldering in the dust,
when forgotten by the world,
with honour in your memories;
delivered, and that I shall live
dearness with which they were
are with them the paternal en-
I rather myself you will achieve;
Lessons of Wisdom and Virtue,
When you recollect the

(6)
Hart-Hill, near Manchester, August 11th, 1775.

THOMAS PERCIVAL.

The Universe! The common Father, the Parent of the glorious race of our race. Where we shall enjoy together be for ever increasing; and our knowledge and felicity will...
the
forbiplly, than thirking pictures of
And hurly nothing can operale more
with the love of moral excellence.
of the heart, and to inspire the mind
leading one is to refine the feelings
cerfully kept in view. The real and
objects of instruction have been prin-
acquaint the reader, that three
fully intended? if may be proper
children, for whose the they were
hands besides those of the author's
sections will fall into other

APPENDIX.
The
Seneca,

per exemplo, (a) locum in hoc per precedentia breach et effex.

Red.

nature. No improbabilities are to be

tension has been paid to truth and

God. On this account a hit is at-

net, a knowledge of the works of

very in a lively and entertaining man-

the spirit of inquiry; and to con-

work is to awaken curiosity; to ex-

The second derby of this hit.

Quintus Caelius Naso.

as Ehramus Jullyt objecte, virtuem

deptetation; recadth them.

in youth an action to every subject

with recett, they produce

and youn forgotten (a); and i- in-

Dry precedens are hitte attempted.

The impression on the imagination.

since the judgement, and have a hat.

forntity of vice; which at once con-

the beauty of virtue, and the de-

![Image]
fore, ... to the younger pupil, there-
the precautions which are here de-
point out the analogies, and enforce
parent or tutor to explain the terms,
be the learner, and the capacity of his
must depend upon the attention of
obstruct, but the attainment of them
are highly interesting and important
I'll will be acknowledged that these

fair forms of speech.
facility, than the vulgar and fami-
preference may be learned, with no les-
ideas, such as are most proper and ex-
bearing only the arbitrary marks of our
the life of words and idioms. Which
more a more early acquaintance with
The chief end proposed is to pro-

of history.
things, or derived from the records
connectable to the usual course of
red, and much of the narrations are
!!!
xvi

PREFAE.

fore, every tale that is suited to his
years, should be made a distinct
lesson, and a reasonable time allotted
for the fullest illustration of it. And
when the words, the subject, and
the moral are clearly understood,
his curiosity concerning whatever
may be connected with, or suggested
by them, should be gratified and en-
couraged.

Such an early exertion of almost
every faculty of the mind, cannot
fail to enliven the imagination,
quick'n the apprehension, enlarge
the understanding, and give strength
and solidity to the judgment. And
these are the most valuable advan-
tages which can be derived from the
completed education. For half of
what we learn in youth is soon lost
in oblivion, and serves only for the
exercise and improvement of our
capacities.
Familiar
produce the happy talent of retelling
powers of imagination, and would
invention, would better display the
it would adopt a greater liturgy for
intellect and entertaining exercise, as
hectics, might perhaps be a more
defects and faults, with moral re-
their taste and genius. The writing
their taste and genius. The writing
individual discourse is not suited to
become a grave, didactic, and me-
and seldom well executed by them.
the task is always inclined to boys,
normally forms a part of the lyceum of
The composition of Themes &

than be possesses.
I have possessed more knowledge
with a pride differential to learning,
when Dr. Bentley’s ed. of Dr. Cooper,
man of letters may apply to him/hers,
the powers of memory, that every
capacities. So limited indeed are

 Preface. 
intelligent which are comprehensible to an
ideas and reflections, the logics
cut periods of life, excite different
and so the same objects, at differently
hood with satisfaction and advantage;
of early youth, are reviewed in man-
ammentes and instructions, even
highly precise and narrow limits. The
willily will not be confused within
occasions, it is hoped that their
chances, but though the tales are
cednus and other forturous circum-
then were “imagined,” by family in-
receives allowed, or as the subjects of
written at various times, as
which they were written; and they
they are placed in the order in
articles contained in this volume,
figures, in the arrangement of the
no attention has been paid to

familiar and trivial occurrences

vi

preface.
"What I do not,"

another man does not; and Pausania read in him,

(a) I read in Livy, "I say Monitis, when that

do good, and he matters himself

other more than a sincere desire to

ricious that he is influenced by no

on the candor of the public, con-

with their approbation. He relies

who have denounced his undertakings.

on of his more judicious friends,

be might with truth, the Polychrist-

rather chance not to plead, though

en by a parent, for the instruction

private matter, and profitably write-

thought necessary for the publication

Perhaps some apology may be

æge. (a)

be interesting to others of every

new matter to him at twenty, and

intelligent boy of ten, may furnish

PR E FAC E. xvi!!
THE

Preface.

With coldness and indifference.

ed from the witch maxims, delivered
der minds of youth not to be expected-
and produce impressions on the ten-
from the heart, will reach the heart,
that proceed which have relaxed.

(p) Cicero.
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