

**EDUCATION IN ACCORDANCE WITH
NATURAL LAW: SUGGESTIONS FOR
THE CONSIDERATION OF PARENTS,
TEACHERS, AND SOCIAL
REFORMERS**

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Education in Accordance with Natural Law: Suggestions for the Consideration of Parents, Teachers, and Social Reformers by Charles B. Ingham

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CHARLES B. INGHAM

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SUGGESTIONS FOR THE CONSIDERATION
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BY

CHARLES B. INGHAM.

"Nature is commanded by obeying her laws."—*Bacon*.

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To the many of my pupils of past years, whose responsiveness and whose love for the nobler things of life brought encouragement and happiness to their teachers, these somewhat disjointed suggestions, in many respects the outcome of intercourse with them, are affectionately inscribed.

MOIRA HOUSE,
EASTBOURNE.
Christmas, 1902.

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TO THE READER.

WHATEVER may be the attitude of general Society towards the problem of Education there are plain signs of dissatisfaction in its own professional world. The discussions at conferences of Headmasters and others, and in the columns of newspapers and periodicals, plainly indicate that the results of present educational practice are not considered satisfactory by those nearest to the problem. And a remarkable fact, brought to light by these discussions, is that great diversity of opinion exists amongst educationalists as to the cause, or causes, of this unsatisfactory condition of things and as to the precise means by which a desirable readjustment may be made.

But even further than this, it is quite probable that if a closer enquiry were made amongst these educationalists, it would be discovered that there is marked disparity of estimate as to the value of particular factors in educational work. Now it is a truism, surely, to say that of all the areas in which human activity employs itself that of

education is the most serious; it is the most general and it fundamentally affects the welfare, happiness and prosperity of all.

How is it, therefore, that this area of work, of paramount concern to the nation, continues a province in which reign disagreement, uncertainty and admitted inefficiency, instead of precise knowledge, relevant methods and fruitful results?

The answer is not far to seek. Education works in an area in which *Natural Energy or Force* is the essential factor; in this instance the energy is that which lies underneath physiological and psychological action.

Now in all cases in which a force of Nature is concerned and its most efficient action is invited, all efforts of investigators are concentrated upon discovering and creating the conditions in which the force, whether it be steam, or gravitation or electricity, can be allured to express itself in the fullest manner and with the highest results.

For instance, electricity is a subtle force existing in an unseen and intangible universe, but by making certain adjustments of tangible materials, the electrician is able to avail himself of its energy. His control over this powerful agent, however, depends upon his discovery of the conditions under which its co-operation can be secured; and the further fact remains that the

more minutely he becomes acquainted with those conditions, and the more precisely he fulfils their demands, the more complete and the more striking are the results he is able to obtain.

The reader will grasp the analogy for himself, and will see whither it leads.

Education is just such a sphere of operations as that described. All its results hang upon the vital energy underlying human action, whether physical or of a more obscure character.

The world has, however, ignored the chief factor, and has been indifferent to right conditions.

It has fixed its gaze only upon results such as it imagined it could perceive and estimate, and all sorts of expedients have been resorted to, from which it seemed likely that results might be obtained. The desire to reach speedy results, and *the belief that they could be ensured and perceived*, have had a most disastrous influence over modern education. *They have been its Upas Tree.*

The world, generally, has not yet grasped the truth respecting the conditions by which any immaterial force or energy of Nature may be effectively led to manifest itself in terrestrial arrangements, in order to obtain desired specific results. A mechanism, or arrangement of agents and conditions, holding a correlation with the force ready for manifestation, is needed, and the