

an essay:

LAWS OF EFFECTIVE TEACHING FROM A CHRISTIAN PERSPECTIVE

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I. INTRODUCTION

What is “education?” John Milton Gregory, in “The Seven Laws of Effective Teaching,”¹ defines education as “embrac[ing] all the steps and processes by which an infant is gradually transformed into a full-grown and intelligent man.”² He sees education as having two parts: 1) “the development of capacities... [which lead to] the maturing of body and mind to full growth and strength;” 2) “the acquisition of experience... [which is] the process of furnishing the child with the heritage of the race.” This leads to the idea that education is an art and composed of two parts: “1) the art of training; 2) the art of teaching.”³

It is the teacher’s role in applying the arts of training and teaching to foster in students 1) “cultivation of capacities;” 2) “transmission of experience.” The formal school is only one place where education should be taking place in the lives of students, as education should hopefully continue for one’s entire lifetime. Gregory sees training and teaching of students inseparable in practice. He notes, “We can only train by teaching, and we teach best when we train best.”⁴

PROVERBS 22:6 says, “Train up a child in the way he should go: and when he is old, he will not depart from it.”⁵ The training and teaching of a child, or lack thereof, will stay with a child for the rest of his life. Christian education should be training children in the essentials of the Christian faith from their earliest days. For if this is neglected by The Church, the Christian school and the parents in youth, the Christian child ignorant of the grounds of The Faith is in danger of growing into a Christian adult with a weak and shallow faith! And a Church filled with weak Christians can neither effectively witness to this lost world, nor stand in strength against the evils of this present age!

¹ “The Seven Laws of Teaching.” John Milton Gregory. 1st printing 1884, revised 1917. Baker Books, Grand Rapids, Michigan, USA, reprinted 2004.

² 1, Gregory, “The Seven Laws of Teaching, p 11.

³ 1, Ibid., p 12.

⁴ 1, Ibid., p 13.

II. THE 7 LAWS OF TEACHING

To these ends, Gregory lists 7 basic laws of effective teaching: 1) The Law of the Teacher; 2) The Law of the Learner; 3) The Law of the Language; 4) The Law of the Lesson; 5) The Law of the Teaching Process; 6) The Law of the Learning Process; 7) The Law of Review and Application.⁶ Let us consider each Law in its turn. “Having [then] learned the laws of teaching, the teacher will easily master the philosophy of training.”⁷

A brief overview of Gregory’s seven laws of teaching are as follows: 1) “A teacher must be one who knows the lesson or truth or art to be taught;” 2) “A learner is one who attends with interest to the lesson;” 3) “The language used as a medium between teacher and learner must be common to both;” 4) “The lesson to be mastered must be explicable in the terms of truth already known by the learner - the unknown must be explained by means of the known;” 5) “Teaching is arousing and using the pupil’s mind to grasp the desired thought or to master the desired art;” 6) “Learning is thinking into one’s own understanding a new idea or truth or working into habit a new art or skill;” 7) “The test and proof of teaching done, ...[there] must be a reviewing, rethinking, reknowing, reproducing, and applying of the material that has been taught.”⁸

ROMANS 15:4 says, “For whatsoever things were written aforetime were written for our learning, that we through patience and comfort of the Scriptures might have hope.”⁹ The Christian learning process must be based firmly on The Holy Scriptures. Without The Scriptures, the teacher cannot teach truth. Without The Scriptures, the learner will not be offered lasting hope. Without The Scriptures, what is the point of seeking a common language between teacher and student? Without The Scriptures, how will the heart, mind and soul attain to ever deeper understanding of GOD’s plan of salvation for man?

⁵ 2, KJV, PROVERBS 22:6.

⁶ 1, Gregory, “The Seven Laws of Teaching, p 9-10.

⁷ 1, Ibid., p 14.

⁸ 1, Ibid., p 18-19.

⁹ 2, KJV, ROMANS 15:4.

Without The Scriptures, is not the student's grasp of the nature of The Creator and the physical and spiritual worlds around him as a blind man without a guide? Without The Scriptures, is not the learning of all other new ideas, arts and skills mere vanity? Without The Scriptures, is not even a lifetime of fervent and constant learning as a passing cloud that is swept away with the wind?

III. THE LAW OF THE TEACHER

First, "The Law of the Teacher" states that "A teacher must be the one who knows the lesson or truth or art to be taught."¹⁰ In other words, "The teacher must know that which he would teach."¹¹ Rules for teachers that arise out of "The Law of the Teacher" include the following: 1) "Prepare each lesson by fresh study;" 2) "Find in the lesson its analogies to more familiar facts and principles;" 3) "Study the lesson until it takes shape in familiar language;" 4) "Find the natural order of the several steps of the lesson... from the simplest notions to the broadest views;" 5) "Find the relation of the lesson to the lives of the learners;" 6) "Use freely all legitimate aids;" 7) "...a complete mastery of a few things is better than an ineffective smattering of many;" 8) "Have a definite time for the study of each lesson, in advance of the teaching;" 9) "Have a plan of study, but do not hesitate, when necessary, to study beyond the plan;" 10) "Do not deny yourself the help of good books on the subject of your lessons... Enough to at least stimulate your own thought; ...expressing your thoughts in writing may clear them of obscurities."¹²

PSALM 119:105 says, "Thy Word is a lamp unto my feet, and a light unto my path."¹³ Above all other sources, the Christian teacher must ground his lessons, preparations and studies in The Word of GOD. But this must be done, not only with his mind, but also with his very heart and soul. It must be done within an active, obedient and joyful submission to The Messiah JESUS CHRIST on a daily basis. And it must be done within a Christian life consistent with The life of our Lord. For then, when The

¹⁰ 1, Gregory, "The Seven Laws of Teaching, p 18.

¹¹ 1, Ibid., p 26.

¹² 1, Ibid., p 31-32.

¹³ 2, KJV, PSALM 119:105.

Scriptures are a lamp and light to the teacher, they may also be the same for the students. And all other knowledge in submission to Them will be a blessing to both the teacher and the student in a linked spiral of ever increasing enthusiastic teaching and learning!

IV. THE LAW OF THE LEARNER

Second, “The Law of the Learner” states that “A learner is one who attends with interest to the lesson.”¹⁴ In other words, “The learner must attend with interest to the material to be learned.”¹⁵ Rules for the teacher that arise out of “The Law of the Learner” are as follows: 1) “Never begin a class exercise until the attention of the class has been secured. [Are all of your pupils] ...mentally, as well as bodily, present?” 2) “Pause whenever the attention is interrupted or lost, and wait until it is completely regained;” 3) “Never wholly exhaust the attention of your pupils. Stop as soon as signs of fatigue appear;” 4) “Adapt the length of the class exercise to the ages of the pupils;” 5) “Arouse attention when necessary by variety in your presentation, but be careful to avoid distractions;” 6) “Kindle and maintain the highest possible interest in the subject;” 7) “Present those aspects of the lesson, and use such illustrations, as will correspond to the ages and attainments of the pupils;”¹⁶

Further: 8) “Appeal whenever possible to the interests of your pupils;” 9) “The favorite stories, songs and subjects of the pupils are often keys to their interest and attention. Find out what these are, and make use of them;” 10) “[Reduce] ...sources of distraction ...inside the classroom and out ...to a minimum;” 11) “Prepare beforehand thought-provoking questions [that are] ...not beyond the ages and attainments of your pupils;” 12) “Make your presentation as attractive as possible, using illustrations and all [other possible] ...devices, ...[but don’t let them] so prominent as themselves to become sources of distraction;” 13) “Maintain and exhibit in yourself the closest attention to and most genuine interest in the lesson. True enthusiasm is contagious;” 14) “Study the best use of the eye and the hand. Your pupils will respond to your earnest gaze and your

¹⁴ 1, Gregory, “The Seven Laws of Teaching, p 18.

¹⁵ 1, Ibid., p 35.

¹⁶ 1, Ibid., p 46-47.

lifted hand.”¹⁷

II TIMOTHY 3:15 says, “And that from a child thou hast known the Holy Scriptures, which are able to make thee wise unto salvation through faith which is in CHRIST JESUS.”¹⁸ The Christian worldview, when properly instilled, should create a person hungry to learn more of the world in which we live. For if one loves CHRIST from childhood as a result of a loving upbringing saturated with The Scriptures, then the ground for enthusiastic learning about all other things is set. Such pupils come to the teacher with a flame of eager desire for learning that the gifted teacher should be able to light into a fire of desire for more knowledge!

V. THE LAW OF THE LANGUAGE

Third, “The Law of the Language” states that “The language used as a medium between teacher and learner must be common to both.”¹⁹ In other words, “The language used in teaching must be common to teacher and learner.”²⁰

Rules for the teacher that arise out of “The Law of the Language” are as follows:
1) “Study constantly and carefully the language of the pupils, to learn what words they use and what meanings they give to these words;” 2) “Secure from the as full a statement as possible of their knowledge of the subject, to learn both their ideas and their modes of expressing them;” 3) “Express yourself as far as possible in the language of your pupils, carefully correcting any errors in the meaning they read into your words;” 4) “Use the simplest and the fewest words that will express your meaning;” 5) “Use short sentences, of the simplest construction;” 6) “If the pupil obviously fails to understand you, repeat your thought in other language, if possible with greater simplicity;”²¹

¹⁷ 1, Gregory, “The Seven Laws of Teaching, p 46-47.

¹⁸ 2, KJV, II TIMOTHY 3:15.

¹⁹ 1, Gregory, “The Seven Laws of Teaching, p 18.

²⁰ 1, Ibid., p 52.

²¹ 1, Ibid., p 60.

Further: 7) “Help the meaning of the words by illustrations; [use] ... natural objects and pictures... for young children. Take illustrations from the children’s own experiences whenever possible;” 8) “When it is necessary to teach a new word, give the idea before the word... by simple illustrations closely related to the children’s own experience;” 9) “Try to increase the number of the pupil’s words, and at the same time improve the clearness of meaning;” 10) “...do not be content to have your pupils listen in silence very long at a time... Encourage them to talk freely;” 11) “Each word should be learned thoroughly before others are added;” 12) “Test frequently the pupil’s understanding of the words that he uses, to make sure that he attaches no incorrect meaning and that he sees the true meaning as vividly as possible.”²²

GALATIANS 6:6 says, “Let him that is taught in the Word communicate unto Him that teacheth in all good things.”²³ Christian education demands that, above all other things, the common language of communication is The Word of GOD. It is to be hoped, but can not be assumed, that Christian children coming to the Christian teacher will be versed in the basics of The Faith. So the teacher, presumably well versed in The Scriptures and possessor of a lively life of true Faith, must assess where his students are in their knowledge of things both holy and secular. His language must then communicate to the students beginning at their base of understanding, administered with charity and patience.

VI. THE LAW OF THE LESSON

Fourth, “The Law of the Lesson” states that “The lesson to be mastered must be explicable in the terms of truth already known by the learner - the unknown must be explained by means of the known.”²⁴ In other words, “The truth to be taught must be learned through truth already known.” This fourth “Law of the Lesson” Gregory calls “the core of teaching.”²⁵

²² 1, Gregory, “The Seven Laws of Teaching, p 61.

²³ 2, KJV, GALATIANS 6:6.

²⁴ 1, Gregory, “The Seven Laws of Teaching, p 18.

²⁵ 1, Ibid., p 65-66.

Rules for teachers that arise from “The Law of the Lesson” are as follows:

1) “Find out what your pupils know of the subject you wish to teach to them; this is your starting point;” 2) “Make the most of the pupils’ knowledge and experience. Let them feel its extent and value, as a means to further knowledge;” 3) “Encourage your pupils to clear up and freshen their knowledge by a clear statement of it;” 4) “Begin with facts or ideas that lie near your pupils and that can be reached by a single step from what is already familiar;” 5) “Relate every lesson as much as possible to former lessons, and with the pupil’s knowledge and experience;” 6) “Arrange your presentation so that each step of the lesson shall lead easily and naturally to the next;” 7) “Proportion the steps of the lesson to the ages and attainments of your pupils. [Avoid] ...lessons or exercises that are too long [for younger pupils], or fail to rise to the expectations of older pupils;” 8) “Find illustrations in the commonest and most familiar objects suitable for the purpose;” 9) “Lead the pupils themselves to find illustrations from their own experiences;”²⁶

Further: 10) “Make every new fact or principle familiar to your pupils; try to establish and entrench it firmly, so that it will be available for use in explaining new material to come;” 11) “Urge the pupils to make use of their own knowledge and attainments in every way that is practicable, to find or explain other knowledge;” 12) “Make every advance clear and familiar, so that the progress to the next succeeding step shall in every case be on known ground;” 13) “...choose the problems which you give to your pupils from their own activities, [using] ...real and not artificial problems;” 14) “Remember that your pupils are learning to think, and that to think properly they must learn to face intelligently and reflectively the problems ... [met in] their school work [and in] their life outside of school.”²⁷

JOHN 16:13 says, “Howbeit when He, the Spirit of truth, is come, He will guide you into all truth: for He shall not speak of Himself; but whatsoever He shall hear, that shall He speak: and He will shew you things to come.”²⁸ The truth taught must begin at where the student’s higher level of knowledge ends in their minds. But learning must not

²⁶ 1, Gregory, “The Seven Laws of Teaching, p 74-75.

²⁷ 1, Ibid., p 75-76.

be only head to head, but also heart to heart and soul to soul. Teaching that speaks to the real needs and challenges in the lives of students will be the ones most eagerly grasped. And this requires, not only the words and work formed by men, but also the words and work done by The Holy Spirit. And so every lesson should also begin with prayer to seek the presence of The Spirit of GOD to penetrate and connect the hearts, minds and souls of teacher and learners.

VII. THE LAW OF THE TEACHING PROCESS

Fifth, “The Law of the Teaching Process” states that “Teaching is arousing and using the pupil’s mind to grasp the desired thought or to master the desired art.”²⁹ In other words, “Excite and direct the self-activities of the pupil, and as a rule tell him nothing that he can learn himself.”³⁰

Rules for teachers that arise from “The Law of the Teaching Process” include:

- 1) “Adapt lessons and assignments to the ages and attainments of the pupils. Very young children... in whatever appeals to the senses, and especially in activities; the more mature... to reasoning and to reflective problems;”
- 2) “Select lessons which relate to the environment and needs of the pupils;”
- 3) “Consider carefully the subject and the lesson to be taught, and find its point of contact with the lives of your pupils;”
- 4) “Excite the pupil’s interest in the lesson when it is assigned, by some question or by some statement which will awaken inquiry;”
- 5) “Place yourself frequently in the position of a pupil among your pupils, and join in the search for some fact or principle;”
- 6) “Repress your impatience which cannot wait for the pupil to explain himself, and which tends to take his words out of his mouth;”
- 7) “In all class exercises, aim to excite constantly fresh interest and activity. Start questions for the pupils to investigate out of class;”
- 8) “Observe each pupil to see that his mind is not wandering so as to forbid its activities being bent to the lesson in hand;”
- 9) “...awaken the minds of your pupils, and do not rest until each child shows his mental activity by asking questions;”
- 10) “Repress the desire to tell all you

²⁸ 2, KJV, JOHN 16:13.

²⁹ 1, Gregory, “The Seven Laws of Teaching, p 19.

³⁰ 1, Ibid., p 80.

know or think about the lesson or subject;”³¹

Further: 11) “Give the pupil time to think, after you are sure that his mind is actively at work, and encourage him to ask questions when puzzled;” 12) “Do not answer too promptly the questions asked, but restate them, to give them greater force and breadth, and often answer with new questions to secure deeper thought;” 13) “Teach pupils to ask What? Why? And How? - the nature, cause, and method of every fact or principle taught them; also Where? When? By whom? And What of it?”

14) “Recitations should not exhaust a subject, but leave additional work to stimulate the thought and the efforts of the pupils.”³²

JEREMIAH 29:13 says, “[The LORD declares,] And ye shall seek Me, and find Me, when ye shall search for Me with all your heart.”³³ The Christian teacher is most effective when he asks more questions than simply stating facts. His reward is when his students are directed into themselves asking more questions than simply recording facts passively. This is exactly what The Almighty desires men to do, in that He desires His general and special revelations to direct our self activity to seek Him out with active and inquiring desire. The Christian teacher that employs this same Scriptural model - where he causes his students to actively seek out the truths of the lesson with active and inquiring desire - will most effectively cause them to learn!

VIII. THE LAW OF THE LEARNING PROCESS

Sixth, “The Law of the Learning Process” states that “Learning is thinking into one’s own understanding a new idea or truth or working into habit a new art or skill.”³⁴ In other words, “The pupil must reproduce in his own mind the truth to be learned.”³⁵

³¹ 1, Gregory, “The Seven Laws of Teaching, p 94-95.

³² 1, Ibid., p 98.

³³ 2, KJV, JEREMIAH 29:13.

³⁴ 1, Gregory, “The Seven Laws of Teaching, p 19.

³⁵ 1, Ibid., p 100.

Rules for teachers that arise from “The Law of the Learning Process” are as follows: 1) “Help the pupil to form a clear idea of the work to be done;” 2) “Warn him that the words of his lesson have been carefully chosen; that they may have peculiar meanings, which it may be important to find out;” 3) “Show him that usually more things are implied than are said;” 4) “Ask him to express, in his own words, the meaning of the lesson as he understands it, and to persist until he has the whole thought;” 5) “Let the reason why be perpetually asked till the pupil is brought to feel that he is expected to give a reason for his opinions;” 6) “Aim to make the pupil an independent investigator - a student of nature and a seeker after truth. Cultivate in him the habit of research; 7) “Help him to test his conceptions to see that they reproduce the truth taught, as far as his powers permit;” 8) “Seek constantly to develop in pupils a profound regard for truth as something noble and enduring;” 9) “Teach the pupils to hate shams and sophistries and to shun them.”³⁶

PHILIPPIANS 4:8 says, “Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.”³⁷ Lasting Christian learning occurs when the student embraces the lesson and rethinks its truths in his own words and understanding. Scripture tells us we are to consider all things that are true, honest, just, pure, lovely, of good report and virtuous and to think on them to such a depth that they become our possessions. So the effective Christian teacher will bring his learners to a state where they think on the truths presented to such a depth that they become their possessions!

IX. THE LAW OF REVIEW AND APPLICATION

Seventh, “The Law of Review and Application” states that “The test and proof of teaching done - the finishing and fastening process - must be a reviewing, rethinking, reknowing, reproducing, and applying of the material that has been taught, the knowledge

³⁶ 1, Gregory, “The Seven Laws of Teaching, p 105-106.

³⁷ 2, KJV, PHILIPPIANS 4:8.

and ideals and arts that have been communicated.”³⁸ In other words, “The completion, test and confirmation of the work of teaching must be made by review and application.”³⁹

Rules for teachers that arise from “The Law of Review and Application” are as follows: 1) “Consider reviews as always in order;” 2) “...set times for review. At the beginning of each period, review briefly the preceding lesson;” 3) “At the close of each lesson, glance backward at the ground which has been covered. Almost every good lesson closes with a summary. ...have the pupils know that any one of them may be called upon to summarize the lesson at the close of the class period;” 4) “After five or six lessons, or at the close of a topic, take a review from the beginning. The best teachers give about one-third of each period to purpose of review;” 5) “Whenever a reference to former lessons can profitably be made, the opportunity thus afforded to bring old knowledge into fresh light should be seized;” 6) “All new lessons should be made to bring into review and application the material of former lessons;” 7) “Make the first review as soon as practicable after the lesson is first learned;” 8) “In order to make reviews easily and rapidly, the teacher should hold in mind the material that has been learned, in large units or blocks, ready for instant use..., [which will encourage students to constantly review previous lessons.];”⁴⁰

Further: 9) “New questions on old lessons, new illustrations for old texts, new proof for old statements, new application of old truths, will often send the pupil back with fresh interest to his old material;” 10) “The final review, which should never be omitted, should be searching, comprehensive, and masterful, grouping the different topics of the subject as on a map;” 11) “Find as many applications as possible [to real life]. Every thoughtful application involves a useful and effective review;” 12) “Do not forget the value of handwork in review [for learning can be reinforced via the ear, the eye, the voice and the hand in writing];” 13) “Do not forget the value of handwork on the material of previous lessons... frequently.”⁴¹

³⁸ 1, Gregory, “The Seven Laws of Teaching, p 19.

³⁹ 1, Ibid., p 110.

⁴⁰ 1, Ibid., p 118-119.

⁴¹ 1, Ibid., p 119.

ISAIAH 1:8,16-17 says, “Come now, and let us reason together, saith the LORD... Wash you, make you clean; put away the evil of your doings from before Mine eyes; cease to do evil; Learn to do well; seek judgment, relieve the oppressed, judge the fatherless, plead for the widow.”⁴² As Scripture tells us, they must be reviewed, rethought and reviewed often, so that they may lead to a renewed application for a changed life. The Christian man will reason together with The LORD, learning to put away evil and to yield a changed virtuous life of good works. So also the final proof of an effective product of teaching and learning are the good fruits produced by it. Those good fruits are secured when their understanding is reviewed often, that their application to a changed life for the better may be deeper and deeper!

X. SUMMARIZING GREGORY’S 7 LAWS

Gregory concludes by offering these seven standards for the successful teacher and effective teaching: 1) “The true teacher [is] equipped with the knowledge he wishes to communicate;” 2) “The [earnest] pupil [brings with him] ... attention fixed and interest aroused, eager to pursue his studies;” 3) “The true medium of communication between the... [teacher and student is] a language clear, simple, and easily understood by both;” 4) “The true lesson [is] the knowledge or experience to be communicated;” 5) “The true teaching process [is marked by] the teacher arousing and directing the self-activities of the pupils;” 6) “The true learning process [is marked by] the pupils reproducing in their own thought, step by step, ...the lesson to be learned;” 7) “[The successful review and application process is marked by] the ...review, testing, correcting, completing, connecting, confirming and applying the subject studied by the students.”⁴³

I TIMOTHY 6:11-12 says, “But thou, O man of GOD, flee these [evil] things; and follow after righteousness, godliness, faith, love, patience, meekness. Fight the good fight of faith, lay hold on eternal life, whereunto thou art also called, and hast professed a good profession before many witnesses.”⁴⁴ St. Paul offers this model of successful Christian teaching, that a man will free wickedness and live a life producing good works

⁴² 2, KJV, ISAIAH 1:8,16-17.

⁴³ 1, Gregory, “The Seven Laws of Teaching, p 121.

before The LORD. If we fight the good fight of Faith in CHRIST JESUS in this life, the end result is that we not only become what The Lord our Master Teacher wishes us to become, but also that we ourselves become teachers of The Gospel to other men! And so the Christian teacher, in pursuing his students through these laws of learning identified by Gregory, knows he has succeeded in his GOD ordained mission of teaching when his learners themselves become like him. He knows he has fulfilled his Divinely appointed task when his learners in turn become teachers of GOD's Truth to other men!

XI. AN IMPROVEMENT ON GREGORY'S 7 LAWS

In closing, below is a memory tool and word summary of the duality of Gregory's seven laws of learning:

I	Teacher	Learner
II	Education	Expectation
III	Activity	Application
IV	Communication	Retention
V	Heart	Need
VI	Encouragement	Equipped
VII	Readiness	Renewal

Law I deals with the persons involved in teaching - the teacher and learner. Laws II - VI deal with the actual process of learning. Law VII deals with the product of learning. Look vertically from I - VII, the first letters of the first column spells "TEACHER," while the first letter of the second column spells "LEARNER." Each of these 7 Laws has a duality of interaction between the teacher and learner. In Law I, the teacher must "know what he is to teach" and the student must "attend with interest." In Law II, the Education must "cause the student to learn" and the Expectation is "to expect the best" in both parties. In Law III, "maximal activity produces maximal learning" and knowledge must be "applied to change a life." In Law IV, communication demands that the teacher "build bridges of common language and then cross them," while retention in the student calls for reducing the propositions to their "irreducible minimums."

⁴⁴2, KJV, I TIMOTHY 6:11-12.

In Law V, teaching must not be only head to head, but also “heart to heart.” The teacher must first “build the need to know” in the student before the student’s heart desires to learn the lesson. In Law VI, the teacher must offer all “encouragement to learn,” so that the student is “equipped for life” with that new and life-changing knowledge. In Law VII, “readiness to rethink and review” lessons taught helps one to “renew their applications” to a changed and better life.

XII. IN CLOSING

JOHN 8:31-32 says, “Then said JESUS to those Jews which believed on Him, If ye continue in My Word, then are ye My disciples indeed; And ye shall know the Truth, and the Truth shall make you free.”⁴⁵ True Christian teaching and learning does not aim simply to implant sterile information isolated from reality in men, but rather to instill Divine Truth connected to the daily and eternal lives of men that changes lives towards CHRIST JESUS and secures eternal souls towards Heaven! The truest Christian teaching - learning product is then that which fulfills the very words of our Lord, whereby The Truth of GOD turns men from students into disciples! In The Name of GOD The Father, and The Son and The Holy Ghost. Amen.

⁴⁵ 2, KJV, JOHN 8:31-32.

XIII. REFERENCES

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