

# **Seven Laws of the Teacher – Part 2: Education**

*Howard Hendricks*

## I. Introduction.

- A. Education is what's left over after the facts.
- B. Much education leads to a degree but not an education.
  - 1. "Cramming" for a test is not education.
  - 2. Many receive an education outside of formal education.

## II. Definition of the law of education.

A. A process of inciting and directing the self-activities of the pupil and as a rule telling the pupil nothing that he can learn by himself.

- 1. Ignition phase.
- 2. Directing phase.
- 3. Key is self activity.
- 4. Rule of letting the student learn what he can by himself.

B. The teacher is primarily a motivator; the student is primarily a discoverer.

- 1. Discovery learning is the most effective.
- 2. The teacher does not play the game, he directs the players.
- 3. The test of a teacher is what the student does as a result of what the teacher does.

## III. Four exceptions to the discovery process.

A. When your objective is to save time.

- 1. Teaching is a science and an art.
- 2. When the building sets fire, it is not a time for discussion.

B. Certain students.

- 1. The beginning student needs a great deal of encouragement—it is too easy to destroy a young leader.
  - a. Other students need to fail as a learning experience.

- b. You need to get the students in the process.
  - 2. The weak or discouraged student needs support.
    - a. One of the biggest problems that Christians face is the problem of feeling inferiority.
  - 3. The developed learner is often against learning.
    - a. You cannot teach an old dog new tricks—but we are not dogs.
    - b. Do not sell older people short.
    - c. Some of the sharpest people in our country are the downtrodden.
  - 4. The motivated learner.
- C. Use resource individuals.
- a. Few people know how to ask questions of valuable individuals.

#### IV. The goal.

##### A. Developing objectives.

- 1. People need to learn how to think.
  - a. A change in thinking needs to take place before a change in behavior for real change to take place.
  - b. Do not throw your mind into neutral.
  - c. Teach your students how to think.
    - 1) Few people really think.
    - 2) We are seed planters.
  - d. Study Mark 4.
    - 1) The only thing that changes is the soil.
    - 2) The only thing that changes is the response of the individual.
- 2. People need to learn how to learn.
  - a. Our task is to create learners who will perpetuate the learning process life-long.
  - b. Three aspects.

1) Learning is a process that is going on all the time.

2) Learning is a logical process.

a) You begin with the whole.

b) You move to the parts.

c) You come back to the whole.

3) Learning is a discovery process.

a) Everyone needs the experience of learning for themselves.

3. People need to learn how to work.

a. Never do anything for a student that the student is capable of doing for himself; if you do, you will make him an educational cripple.

B. Four basics to work with.

1. You need to teach people to read.

a. What good is revelation if you cannot read it?

2. You need to teach people to write.

a. Give them an opportunity to express themselves.

3. You need to teach your pupils to listen.

a. The average executive spends 70% of his time listening.

b. If you cannot listen you cannot teach.

4. You need to get your pupils on their feet to speak.

a. You learn to speak by speaking.

b. We need to give students an opportunity to share their faith.

V. Conclusion.

A. You can lead a horse to water *and* make him drink by feeding him salt.

**Application questions:**

1. What does the speaker consider the role of the teacher to primarily be? What about the role of a student? How can this be helpful to forming a philosophy of education?

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2. Many teachers do not teach students how to work or learn for themselves. The speaker asks his audience if they are culprits. Are you the culprit? How do you further this problem? How can you correct it?

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3. People need to learn to think, learn, and work. Evaluate your own teaching in light of this. What areas do you do well with? What areas can you improve in? Be specific.

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