

# THE SEVEN LAWS OF TEACHING



## Two parts of our job as a teacher:

1. Cultivate the physical and mental abilities of the student.
2. Communicate knowledge to the student.

## The seven laws:

1. The teacher must know that which he would teach. Teach from a full mind and clear understanding.  
-*Dulce et Utile* “Only true scholars in any science grow enthusiastic over its glories and grandeurs... [and he] glows with a contagious enthusiasm and unconsciously inspires his pupils with his own deep interest.”

Rules: Fresh study; love what you teach.

2. The learner must attend with interest to the fact or truth to be learned.  
-*Dulce et Utile* The attention meant here is not attention that is compelled, but attention that is attracted.  
-“Knowledge cannot be passed, like some material substance...ideas can only be transmitted by being rethought.”  
-“‘Little and often’ is the rule for teaching very young pupils.”

Rules: Study the face; stop when attention is lost or when signs of weariness appear; prepare beforehand questions which will awaken thought; address the instruction to as many senses as possible;

3. The language used in teaching must be common to teacher and learner.

Rules: Study the student’s language; define new words before presenting the new word; use the simplest and fewest words that will express the idea; repeat with new words if understanding is not reached;

4. The truth to be taught must be learned through truth already known.

Rules: Find out what your student knows about the subject and start from there; find illustrations in the most common and familiar objects and facts;

5. Excite and direct the self-activities of the learner, and tell him nothing he can learn for himself.  
-“The true and only function of a teacher is to stimulate and help the learner to do what he might otherwise do by himself without a teacher.”  
-“He teaches best who teaches least.”

Rules: Connect lessons to the current circumstances and wants of the pupil; use lots of well thought-out questions; repress impatience and the desire to tell;

6. The learner must reproduce in his own mind the truth to be acquired.

Rules: Give students a mental map and outline of what is to be learned; ask him to express in his own words the meaning as he understands it; ask questions that test for understanding and not simply the right answer;

7. The completion, test, and confirmation of teaching must be made by reviews.

-“No time in teaching is spent more profitably than that spent in reviewing... A true review always adds something to the knowledge of the student.”

Rules: Use set times and spare moments for review; close each lesson with review; whenever a reference can be usefully made to former lessons, seize the opportunity; review before memory has lost its hold; seek as many applications of the lesson as possible;

So we see our teacher: 1. She is excited to teach because of all the new study she has been doing that she can't wait to share. 2. The student, excited by the teacher's excitement, is attentive and exhilarated by the teacher's passion and is 3. able to easily understand and relate to the familiar yet beautiful language with which the teacher speaks. And 4. Being further drawn in by the way the teacher begins the lesson with something interesting and familiar, 5. the student's mind can't help but try to anticipate what fresh ideas the teacher will communicate next. 6. The teacher's leading, well-planned, and thought-provoking questions cause the student to rethink what is being revealed step by step, checking in his own mind the veracity of the lesson and 7. being drawn deeper by the teacher's review that allows the student to express the truth taught in his own words, he considers new ways to apply the new knowledge to different areas of his life.