

Seven Laws of the Teacher – Part 5: Heart

Howard Hendricks

I. The teaching that impacts is from heart to heart.

A. The term ‘heart.’

1. Used sloppily in modern times.

2. The Jews used it specifically.

a. The Jewish shemah. (Deuteronomy 6:4-6)

b. The Jews used the term to express the totality of the person—emotions, intellect, and will.

3. Socrates used ethos, pathos, and logos to express the personality.

a. Ethos—character, pathos—emotion, logos—content.

B. Ethos.

1. Your character.

a. This determines what you say and what you will do.

b. You must be attractive to your audience—they need to trust that you are real.

C. Pathos.

1. Involves arousing the passions.

a. Your emotions must run in the direction of your actions.

2. Your audience is either receptive or hostile.

a. You must imagine that your audience has a gun in their hands. You want to establish a relationship with them and get the gun away.

D. Logos.

1. Content that is interestingly also used in John chapter one for the Word of God—Jesus Christ.

a. When God wanted to relate to us he wrapped the Logos in the flesh.

b. The marshalling of reason for action.

II. The relationship to the learner.

A. Ethos produces confidence.

1. Pilate continually found no fault in Jesus.
2. Trust is the greatest commodity in communication.

B. Compassion—pathos—produces motivation in the student.

1. Christ was continually moved by the crowds.
2. We love because He first loved us. (1 John)

C. Content produces the learner's perception.

III. The relationship between teaching and learning.

A. Teaching is causing people to learn.

1. There is an essential relationship between teaching and learning.

B. Learning is producing change.

1. The only thing we can ever do for the student is to teach him; the student must do the learning.
2. You test the teaching not by what you do, but by what the student does as a result of what you do.

IV. All communication begins with a knowing component, a feeling component, and an action component.

A. Knowing component.

1. New beliefs, values.
 - a. If you do not know it, you cannot give it.
 - b. Your primary responsibility as a teacher is imparting the learning process.
 - c. What you believe determines how you behave.
2. The teacher must primarily be a student.

B. The feeling component.

1. Getting a new perspective towards people, circumstances, and things.
2. What do you get excited about?

a. Too many Christians only get turned on by the trivial.

b. Most of us do not know what to get excited about.

3. We ought to think differently about the family, money, and everything else as Christians. (2 Corinthians 5:13)

a. Being a new creation should affect every area of your life.

b. The Christian life is dynamic, not static.

4. All learning begins at the feeling level.

a. People do not care what you think until they know that you care.

C. The action level.

1. The opposite of ignorance in the spiritual realm is not knowledge, but obedience.

2. Four application suggestions:

a. You must know your students so that you can meet them.

1) This takes time.

2) You have to pour out your life to people.

b. You have to earn the right to exhort people.

1) Credibility always precedes communication.

c. You have to have personal involvement.

1) This must be both formal and informal.

2) People need to see you when you are real.

3) You can only impact people up close.

d. You must become vulnerable with your students.

Application questions:

1. The speaker suggests that character is an important avenue in getting your students to trust you. He also suggests that being vulnerable with your struggles is important as well. How does one resolve this tension? Is it a matter of both/and or either/or? Explain.

2. The speaker states that all learning begins at the feeling level. Why do you think this is so? How do you engage your students at this level? How can you improve?

3. Suggest some ways in light of the message to initiation action/obedience in your students' lives. Why might personal involvement be so significant?
