

How To Study The Bible John Macarthur

How To Study The Bible Annual Report A Lecture on the Study of History Delivered at Cambridge, June 11, 1895 How to Study Study on Vocational Education Programs in Grades 7-12, 1973 Report of the Board of Education A Religious Encyclopaedia Or Dictionary of Biblical, Historical, Doctrinal, and Practical Theology International Record of Medicine and General Practice Clinics Annual Report of the Board of Education Studies the Effects of the Casein Adsorption on the Colloidal Stability of a Model Colloidal System of Polystyrene Latices and Rheological Properties of Suspensions Music Publishers' circular and booksellers' record Publishers' Circular and General Record of British and Foreign Literature, and Booksellers' Record Nature London Studies in Russia Indiana University Alumni Quarterly Properties and Testing Techniques of Inorganic Materials II Annual Report of the Regents Daily Report The Johns Hopkins University circular R.A. Torrey National Endowment for the Arts John Emerich Edward Dalberg Acton Baron Acton George Fillmore Swain Tennessee. General Assembly. Legislative Council Committee Connecticut. State Board of Education Johann Jakob Herzog Edward Swift Dunster Massachusetts. Department of Education San Land Young Henry Charles Banister Augustus John Cuthbert Hare Yi Wang Bao

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the bible contains golden nuggets of truth and anyone willing to dig for that truth is certain to find it this easy to understand reference tool

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the only real education is self education the best that the teacher can do for the student is to show him what he can do for himself and how he can do it if little labor little are our gains man s fortunes are according to his pains contents page preface introduction i the proper mental attitude a distinction between reading and understanding b distinction between facts opinions and logical conclusions c importance of the questioning habit d inquiring into methods of ascertaining facts e studying evidence of reliability of a writer f importance of caution g importance of the scientific attitude of mind h intellectual modesty i wisdom rather than knowledge the aim ii studying understandingly a importance of definite ideas 1 use of the dictionary 2 practice in definition 3 importance of the study of logic b stating a thing in different ways c stating a thing negatively as well as positively d observation of necessary qualifying words or phrases e reflection illustration and application f keeping the mind active g study of causes of differences of opinion h discrimination of mere assertion from proof iii system a importance of grasping the fundamental idea b preliminary arrangement of ideas c classification and arrangement iv mental initiative a interest in subject of study essential b formulation of problem essential c independent work essential d drawing conclusions independent of author e independence in arriving at conclusions f generalizing g going beyond the book h visualizing results v habits of work a selection of book b proper number of subjects to be studied at once c haste undesirable d taking studies seriously e judicious skipping f systematic program of work g cultivation of concentration h applying what is learned i avoidance of indifference j thorough knowledge of a few books k list of references should be made l frequent reviews desirable m regular times for recreative study n physical exercise essential suggestions to teachers importance of refusing to be discouraged and of seeking the work one can do best references many an earnest student after repeated failures assumes a sort of hopeless discouraged attitude of mind which naturally leads him into the habit of trying to learn his lessons by memorizing in the hope of being able to pass if only by scraping through and into other bad habits which have been referred to in the foregoing pages such an attitude of mind should be resolutely opposed and the teacher even when severely correcting a student should encourage him to see the possibilities that are within his reach if he will exercise his will and put forth his utmost powers in a proper manner success in the work of the world depends much more upon will than upon brains but all faculties whether mental or moral can be cultivated and developed to an almost unlimited extent a study of the biographies of men who have succeeded should be urged upon the student and such a study will show how often success has been attained only after repeated failures it is scarcely too much to say to a student that he can attain anything he desires if he desires it with sufficient intensity that is to say if he possesses sufficient will power and if he will train himself to direct his efforts properly

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