

through the house attaching items to be remembered to pieces of furniture in various rooms. A subsequent journey through the rooms in any order looking at the items of furniture will prompt recall of the associated items.

Memorization Requires Organization

Perhaps you have noticed that in every one of these memorization techniques there is some form of order. Information that is organized is more easily remembered. When you find and understand the logic behind the information, you will find that remembering it is much easier. If the information to be remembered is truly random, then concoct an organization upon which to hang those thoughts as in the Method of Loci.

A Word of Caution

Now that I have come out strongly in favor of memorization, I must emphasize what was said earlier: memorizing is not learning and is no substitute for it. Good memory comes from *comprehension*, not the rote activities many students call “memorization.”⁷ Never allow yourself to be lulled into the notion that because you have memorized something, you know it.

Review

Most student learn at an early age that review of what they have learned is a good way to retain it, at least until the book report, lab assignment or test is over. It has long been known that most of what high school and college students learn is forgotten soon after the assignment or test in which the knowledge is needed.

Teaching another person, usually not thought of as a means of reviewing what has been studied, is perhaps the most effective

7 Dewey, R., *The “6 Hour D” and How to Avoid it* (1997), Available online: <http://www.gasou.edu/psychweb/discuss/ch00/6hourd.htm>.

learning technique of all. Every use of the knowledge learned is not only review but a blending together of knowledge with the skills required to share it.

The effectiveness of different ways to learn were suggested by D.G. Teichler in 1967.⁸ He claimed students learn and retain –

- 10% of what they read;
- 20% of what they hear;
- 30% of what they see;
- 50% of what they both see and hear;
- 70% of what they discuss with people whose opinions they value;
- 80% of what they personally experience; and
- 90% of what they teach to other people.

While the even distribution of Teichler's percentages suggests the numbers are not scientific, his observations seem very logical. They are reminiscent of the IBM study mentioned back in Chapter 4. We retain much more of what we use than what we simply take in.

Of course, Teichler's insight was not really so new when published. The Hebrew writer stated the principle long ago when he chided Hebrew Christians for not growing beyond the need for spiritual milk and becoming teachers of the word: "For though by this time you ought to be teachers,... For everyone who partakes only of milk is unskilled in the word of righteousness, for he is a babe. But solid food belongs to those who are of full age, that is, those who by reason of use have their senses exercised to discern both good and evil." (Hebrews 5:12-14)

⁸ Teichler, D. G. (1967), *Are you missing the boat in training aids?* Audio-visual Communications, United Business Publications, New York.

Chapter 9 Discussion

1. Name at least two techniques that you can incorporate in your study practices, and tell how they will be useful.

2. Name at least three things that would be good to ask of God in prayer when sitting down to a Bible study session.

3. Jesus taught an important principle in Luke 6:45. Write out the thought of this verse in your own words. Be as complete as possible.

4. What is the value of memorization?

5. What is the value of reading aloud?

6. Considering what Jesus said to the lawyer in Luke 10, what three questions can be a useful guide to Bible study?

7. When is it good to use outlining as a Bible study technique?

8. How is teaching what you learn an important part of the learning process?