

TEACHING FOR THE OUTER AND INNER CIRCLES NO. 1669

A SERMON
DELIVERED ON LORD'S-DAY MORNING, JULY 16, 1882,
BY C. H. SPURGEON,
AT THE METROPOLITAN TABERNACLE, NEWINGTON.

*"And with many such parables spoke he the word unto them, as they were able to hear it. But without a parable Spoke he not unto them; and when they were alone, he expounded all things to his disciples."
Mark 4:33-34.*

OUR blessed Lord had two great objectives before Him in His ministry. The first was to preach the Word to the outlying masses, that out of them He might gather a people to Himself who should be His disciples. This part of His work He carried on with great assiduity and perseverance, traversing the Holy Land from end to end and finding here one and there another, but never ceasing to preach the Gospel to the crowds that flocked to Him.

His second objective was to train those who became His disciples, that having gathered them to Himself He might educate them in the truth. He taught them concerning the Father and His love, concerning Himself, His work, His death, and His resurrection, and concerning the divine Comforter and His indwelling, and all else that would make for their progress and profit. While our Lord was here He gathered the men together who should carry on the work after He was gone. He did not think it enough to make converts, He wished to make disciples. He did not think it enough even to make beginners in discipleship, but He would have them advance in knowledge and in holiness, learning till they were able to teach others also.

To this day this same double work is carried on by the divine Spirit through the ministers and servants of God. We are to preach to the multitude that make up the outer ring, for our Lord has said, "Go you into all the world, and preach the gospel to every creature." We are bound to evangelize all, making no distinction of rank or character, to every person with whom we may come in contact we are to proclaim the kingdom of God.

That being done, however, the minister's work is only begun, for He is now to go on to expound the mystery, to open up the higher doctrine, to lead the disciplined ones into the deep things of God, that there may be in the church, fathers, instructors, and leaders, and that the church may in all the generations yet to come, until the Lord Himself appears, carry out the glorious purposes of God for the building up of a spiritual house and the conquest of the world.

I want this morning to call your special attention to the way in which the Lord spoke to the outside gathering, and then afterwards, to the way in which He spoke to the inner circle of His own disciples. From His conduct we may learn our own. Soul-winners and soul-helpers may here see their double work set before them in pattern. We shall see how Jesus first fetched home the prodigal sons, and then made music and dancing inside the house for them, how He went after the lost sheep and brought them back upon His shoulders, and how He afterwards folded and fed the sheep which He had saved. There must be much in all this to instruct those of us who work for Jesus.

I. First, let us study our Lord's conduct towards THE OUTSIDE GATHERINGS.

Kindly read these verses, "And with many such parables spoke he the word unto them, as they were able to hear it. But without a parable spoke he not unto them." First, when our divine Lord preached to the outside multitude, *He evermore spoke "the Word" to them.* You see here what He preached, He spoke "the Word" unto them. This is a very short description, but it is intensely full of meaning, it has much more of fullness in it than I can show you just now. He always spoke "the Word"—that is to say,

The Nei Or Inner Circle Of Teaching

Raffaella Di Napoli



The Nei Or Inner Circle Of Teaching:

The Sacred Books and Early Literature of the East Charles Francis Horne,1917 **Journey to the Inner Circle, and Beyond** Blaise Eagleheart,2009 Are you ready to fully connect with your own creatively unfolding inner truths That challenge and opportunity confronts readers of Journey to the Inner Circle and Beyond One Man s Search for His True Self a true story by noted trainer coach movement specialist Blaise Eagleheart In exploring the depths of Blaise s mid 1980s experiences readers will be creatively moving through their own personal life journey These freeing inner worlds are the one common thread all Mankind has that will allow anyone to ascend to the higher aspects within the God Consciousness that they are Blaise explains Be prepared to enter into a world of illusion of feeling of question of sensitivity of awareness and of truth Be open enough to seriously question the realities that exist and circulate within your current life concept and belief structure Blaise writes As I peeled the layers away I knew that to find the answers I would have to give up my life to the intelligence that first consummated my life journey at the moment of my conception The evolution of the journey from the outer world in Chapter 1 to the experience of my death in Chapter 11 my ideas my questions my insights and my knowledge all was transcribed to paper in the event I did not survive the journey To find the truth I had to be willing to give up my existence not intellectually but emotionally and through experience not through words Author Blaise Eagleheart lives in Victoria B C where he is the owner and operator of Natural Movement Centre He is an Integrated Movement Specialist Medical Exercise Specialist and Personal Trainer As someone who has always walked his own creative path Blaise became passionately aware of how the mind body and emotions are functionally integrated and how they operate individually and collectively He has openly shared his awareness with others to make the world a better place Blaise has always been a warrior consciously confronting illusionary beliefs to find his own experiential truths He physically trained as a fanatic throughout his twenties challenging his self imposed beliefs in order to find the endless possibilities of his creative movements through unorthodox training methods He played and coached rugby at club Island and Provincial levels before immersing himself in the martial art of Chien Lung He also studied Eastern healing arts and other energy based disciplines He then opened a dojo with his Teacher where he taught biomechanics of movement and life skills as well as martial art classes for children and adults Blaise continues to incorporate this martial art philosophy in his work at Natural Movement Centre Contact Blaise Eagleheart through www.NaturalMovementCentre.com *The Inner Circle* Michael Useem,1986-03-13 Driven by declining profits and government regulation a new form of class wide business leadership has emerged a transcorporate network that is giving a new coherence and power to business in both America and Britain This book delineates the inner circle of top executives who play a leading role in this network advising the highest levels of government and working to promote a political environment favorable to all business *The Role of English Teaching in Modern Japan* Mieko Yamada,2014-09-25 *The Role of English Teaching in Modern Japan* examines the complex nature of

Japan's promotion of English as a Foreign Language (EFL) In globalized societies where people with different native languages communicate through English multicultural and multilingual interactions are widely created This book takes the opportunity to look at Japan and examines how these multiple realities have affected its English language teaching within the domestic context The myth of Japan's racial and ethnic homogeneity may hinder many Japanese in recognizing realities of its own minority groups such as Ainu Zainichi Koreans and Brazilian Japanese who are in the same EFL classrooms Acknowledging a variety of English uses and users in Japan this book emphasizes the influence of Japan's recent domestic diversity on its EFL curriculum and urges that such changes should be addressed It suggests new directions for incorporating multicultural perspectives in order to develop English language education in Japan and other Asian contexts where English is often taught as a foreign language Chapters include Social cultural and political background of Japan's EFL education Race ethnicity and multiculturalism Representations of diversity in Japanese EFL Textbooks Perceptions of English learning and diversity in Japan The role of EFL education in multicultural Japan Southeast Asian Education in Modern History Pia Jolliffe, Thomas Bruce, 2018-10-30 How particular has Southeast Asia's experience of educational development been and has this led to an identifiably distinct Southeast Asian approach to the provision of education Inquiry into these questions has significant consequences for our understanding of the current state of education in Southeast Asia and the challenges it has inherited This book contributes to a better understanding of the experience of educational development in Southeast Asia by presenting a collection of micro historical studies on the subject of education policy and practice in the region from the emergence of modern education to the end of the twentieth century The chapters fathom the extent to which contest over educational content in schools has occurred and establish the socio cultural political and economic bases upon which these contestations have taken place and the ways in which those forces have played out in the classrooms In doing so the book conveys a sense of the extent to which modern forms of education have been both facilitated and shaped by the region's specific configurations its unique demographic religious social environmental economic and political context Conversely they also provide examples of the sorts of obstacles that have prevented education making as full an impact on the region's recent modern transformation as might have been hoped or expected This book will be of interest to academics in the field of Southeast Asian Studies Asian Studies education nationalism and history **Nei Jia Quan** Jess O'Brien, 2004 Interviews with Tim Cartmell Gabriel Chin Gail Derin Kellogg Bruce K Frantzis Paul Gale Fong Ha William Lewis Luo De Xiu Allen Pittman James Wing Woo Tony Yang Zhao Da Yuan and an essay by Albert Liu address such issues as the place of traditional martial arts in modern society the historical roots of these systems central training methods favorite fighting techniques the role of meditation and qi in the martial arts as well as advice for getting the most out of one's practice Hundreds of photographs and illustrations give the reader additional insights into the practice of Tai Ji Xing Yi and Ba Gua Jacket *The Nei Or Inner Circle of Teaching* Chuang-Tze, James Legge, 2005-12-01 This scarce antiquarian book is a

facsimile reprint of the original Due to its age it may contain imperfections such as marks notations marginalia and flawed pages Because we believe this work is culturally important we have made it available as part of our commitment for protecting preserving and promoting the world s literature in affordable high quality modern editions that are true to the original work

Bisexuality in Education Maria Pallotta-Chiarolli,2017-10-02 Although many schools and educational systems from elementary to tertiary level state that they endorse anti homophobic policies pedagogies and programs there appears to be an absence of education about and affirmation of bisexuality and minimal specific attention paid to bi phobia Bisexuality appears to be falling into the gap between the binary of heterosexuality and homosexuality that informs anti homophobic policies programs and practices in schools initiatives such as health education sexuality education and student welfare These erasures and exclusions leave bisexual students family members and educators feeling silenced and invisibilized within school communities Also absent is attention to intersectionality or how indigeneity gender class ethnicity rurality and age interweave with bisexuality Indeed as much research has shown erasure exclusion and the absence of intersectionality have been considered major factors in bisexual young people family members and educators in school communities experiencing worse mental emotional sexual and social health than their homosexual or heterosexual counterparts This book is the first of its kind providing an international collection of empirical research theory and critical analysis of existing educational resources relating to bisexuality in education Each chapter addresses three significant issues in relation to bisexuality and schooling erasure exclusion and the absence of intersectionality From indigenous to rural schools from tertiary campuses to elementary schools from films to picture books as curriculum resources from educational theory to the health and wellbeing of bisexual students this book s contributors share their experiences expertise and ongoing questions This book was originally published as a special issue of the Journal of Bisexuality

Face and Enactment of Identities in the L2 Classroom Joshua Alexander Kidd,2016-03-03 This book examines student identities as revealed through the pragmatics of face as observed in the context of English L2 classroom interaction between Japanese students and a native speaker teacher Classroom recordings together with retrospective interviews reveal specific points during learning activities when the students and their teacher s interpretations of classroom communication deviate from what was intended This research study is a potent reminder that what students and teachers may consider as standard and conventionally acceptable language use and behaviour within the classroom context can differ dramatically according to social cultural and individual frames of reference The book outlines an innovative teacher professional development programme which encourages teachers to reflect on and where desired modify or discontinue existing pedagogic practices

Partnership and Change Leslie Nai-Kwai Lo,Allan Walker,2004 There has been a dearth of books covering themes and issues related to university school partnerships and school development from an international perspective particularly providing examples on university school partnerships in the Asia Pacific region The book is broadly divided into two parts

Part One focuses on university school partnership while Part Two highlights changes in school development. The nature of different partnerships as well as the experiences of and research on school development in connection with individual strategies and organizational strategies are described. The contributors are all renowned scholars, school reformers and experienced practitioners from the United States, Norway, Sweden, the United Kingdom, Australia and Hong Kong. Together they provide an international perspective on the issues related to school partnerships and development.

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