

# THE PRECIOUS WORD

BY PASTOR WALTER C. LUCAS

Introduction: God's Word says, "He that goeth forth and weepeth, bearing *precious* seed, shall doubtless come again with rejoicing, bringing his sheaves with him." (Psalm 126:6) Throughout this study we shall be looking at **The Precious Word**, **The Perfect Word**, **The Propagated Word**, and **The Protected Word**. Our focus first will be the word, "precious", for this word stands out especially.

Definition: PRECIOUS-(Strong's 3368-valuable; also, from 3365-to make rare; prized). Practical statement-when something is said to be valuable; quite simple stated, it has value.

Rhetorical Question: What are some of the things you think about when we use the word 'precious'?

Possible Answers: wife, children, job, vacation, etc.

There are two areas where the word *precious* can be used.

## 1.) The Physical

- a.) the visible (material) = the temporal
- b.) relationships = people (both saved and unsaved, family and non-family)

## 2.) The Spiritual

- a.) the invisible = the eternal
- b.) relationships = the person of Christ, people of God, people of world

Briefly,

### **I. Physical-Temporal-Easily removed-from our viewpoint**

Possessions cf. II Kings 20:13. Verse 17 – can be easily and quickly removed.  
People, Ecclesiastes 2:14, 9:2, 3- one common even happeneth to all-*death*.

### **II. Spiritual-Eternal-Non-removable-from God's viewpoint**

I Samuel 3:1, precious; what made it precious was its rarity. The propagation of the true Word of God is today a rarity indeed.

Items in God's Word described as PRECIOUS:

- deaths of innocent humans at the hands of tyrants are precious in His sight, Psalm 72:14
- deaths of God's saints are precious in His sight, Psalm 116:15
- the redemption of the soul is precious, Psalm 49:8
- the trial of faith is more precious than gold, I Peter 1:7
- the blood of Christ, I Peter 1:19
- the person of Christ, I Peter 2:4, 6 (to the believer He is precious, v.7)

-Scripture wisdom has great value, Job 28:16, “. . . cannot be valued with the Gold of Ophir. . . nor. . . pure gold. . .” (verse 19)

Wisdom-more precious than rubies, Proverbs 3:15

-Scripture knowledge has great value; makes the lips of communication as a precious jewel, Proverbs 20:15

Ezekiel 22:23-31 (verse 25-precious)

Like precious faith, II Peter 1:1

Precious promises, II Peter 1:4

***Faith cometh by hearing and hearing by the word of God***, Romans 10:17

#### CONCLUSION:

I Peter 1:23, “. . . not of corruptible seed, but of incorruptible. . .”

Psalm 139:17, the precious thoughts of God’s mind

***thought(s)*** - Strong’s 7454-association of ideas (only used twice in the Scriptures and both uses are here in Psalm 139). Thoughts can only be expressed with words; God’s thoughts, as precious, are expressed (God-breathed) with words.

Precious thoughts = Precious seed

Precious = Valuable

God’s holy Word is of infinite value to you and to me.

## General Notes on Studying the Precious Word of God

### A. Why Study?

1. We study the Word of God because it is a command of God, II Timothy 2:15
2. It should be our desire, Psalm 119.

### B. When is the best time to study for you?

### C. Where is the best place to study?

### D. A regular (as much as possible) schedule of Bible study is important and could be helpful to you.

### E. The taking of formal (church) courses of study regularly helps in your own discipline. The proper eating and exercising of our bodies is as important as our personal Bible study is to our spiritual man.

### F. How to grow (ways of development):

1. I am exhorted to grow, II Peter 3:18
2. If I do not grow, I begin to deteriorate, Hebrews 5:11-14
3. I must give heed to the Word or I will drift, Hebrews 2:1-4
4. "That we . . . be no more children. . ." Ephesians 4:7-14
5. I must be willing to grow, John 7:17
6. I must have a desire to grow, I Peter 2:2,3 (attitude is all important; God looks on the heart)
7. I need a systematic schedule of reading, I Timothy 4:13
8. I must believe that the Word of God works in proportion to my faith, I Thessalonians 2:13; Romans 10:17
9. I must know and realize that my spiritual *food* for growth is the Word of God, Deuteronomy 8:3; Matthew 4:4; I Peter 2:2
10. I must understand that God has given us the Holy Spirit as our teacher, I John 2:20,27; I Corinthians 2:9-14 (The *grace* of God is also our teacher, Titus 2:11)
11. My study of the Word of God is to be consistent, day and night, Psalm 1:2 (We certainly feed our physical bodies three times a day; what about the spiritual man??)
12. I must be obedient, that is, continue, do, keep, II Timothy 3:14
13. I must rightly divide the Word and keep the Scripture in its context, II Timothy 2:15
14. I must diligently search the Scriptures, Acts 17:11
15. I must have a balance in my study; I must study *all* the Word of God, II Timothy 3:16
16. I will begin to teach others as a result of my study, II Timothy 2:2

***Do not become so involved in the method that you miss the message of the Book!***

When presenting the Word of God, do not become so concerned with how you are presenting the study as much as how you are letting the Holy Spirit have access to you, to fulfill *His* ministry to the hearers. *Preaching is the work of the Holy Spirit of God through a yielded vessel (by His grace).*

Realize there are specific methods of Bible study:

Reading through the Bible  
Bible Synthesis  
Bible Analysis

Paragraph Studies  
Biographical Studies  
Types and Symbols Studies

Word Studies  
Verse Studies

Book Studies  
Chapter Studies

Topical Studies  
Doctrinal Studies

*Transliteration*-where the word from one language is pronounced and shown as such in another language.  
i.e. English pronunciation of the Hebrew *Sheoul* and *Christos*.

*Translation*-where a word is changed from one word in one language to another word in a differing language, or from one language into another with the same meaning, but a different pronunciation. i.e., *Sheoul* (Hebrew)-*Hell*(English)

## A Practical Outline for Doing Biographical Studies of Biblical Characters

- I. Birth and Early Life
  - A. Parentage
  - B. Place and Circumstances of Birth
  - C. Early Training and/or Experiences
- II. Conversion Experience and Call to a Specific Task
- III. Ministry for the Lord
  - A. Nature of It
  - B. Reaction of Others to It
- IV. Character Evaluation
  - A. Good Points
  - B. Bad Points
- V. Relationships With Others
- VI. Death and Comments About It
- VII. Reviews for the Inclusion of Those Facts in the Text

Some good sources for this type of study are:

THE WOMEN OF THE BIBLE  
 ALL THE KINGS AND QUEENS OF THE BIBLE  
 ALL THE MEN OF THE BIBLE

The author of these books is Herbert W. Lockyer, Zondervan Publications.

### **The Synthetic Method of Bible Study**

(Notations taken from a book called Synthetic Bible Studies, James M. Gray)

- A. “. . . synthetic study of the Bible, which means, as we use the term, the study of the Bible as a whole, and each book of the Bible as a whole, and as seen in its relation to the other books. . .”
- B. “. . . when we synthesize a subject we put it together and consider it as a whole, (the method is illustrated by the following statement) . . . use the telescope first and the microscope afterwards. . .”
- C. How to go about it
  - 1. Preferably read the portion through at one sitting
  - 2. Pray
  - 3. Give attendance to reading as Paul told Timothy
  - 4. Read the Scripture portion through completely so as to get at the mind of the writer. It is preferable to use a plain King James Version so notes and sub-headings such as are given in the Thompson Chain will not distract you from your continuous reading; concentrate on the text itself.
  - 5. In a personal Bible study you must begin by getting your own individual impression of the contents or outline of each book.
  - 6. Do not go to Bible commentaries or other Bible helps until you have finished the Bible reading and have made the observations for yourself.

- D. Do not become frustrated when you find that you cannot remember what you have read and studied. The Holy Spirit shall bring all things to your remembrance. You cannot remember what you have not read!!!

### DOING A TOPICAL STUDY

To do a topical study on any topic or subject from the Bible, these basic elements should be included:

1. Using a concordance, locate and jot down as many verses as you can find on the subject.
2. Arrange these verses into an outline, perhaps as they are divided concerning the topic at hand. By this I mean, when a verse is read and studied in its context, the interpretation and conclusions of that verse study may indicate which part of the topic it refers to if the topic you are studying has a broad level of subject matter.
3. Write out problems in the form of questions. Indicate the reference and state as clearly and briefly as possible. These problems may be:
  - a. Personal problems (verses or thoughts you are unable to understand).
  - b. Possible problems (things which could be answered by you, but might arouse a question in the mind of a person younger in years, in spiritual life, or in understanding.)
4. Choose the verses you feel to be the KEY verses or verse concerning the topic you have chosen to research.
5. Make a PERSONAL APPLICATION.
  - a. What impresses me most? (Generally, as you study a subject or portion of Scripture, the Holy Spirit may lay some particular aspect of the study on your heart. Pray that God will open your eyes to a specific application for *you*.)
  - b. Where do I fall short in this? The answer to this question should be concerned with a truth which may be translated into daily life. The application may deal with your relation to God or your relation to man. It should result in a personal, spiritual enrichment and uplifting by deepening your relationship to your Lord, or should improve your relationship to fellow Christians, or even those outside of Christ.
  - c. What do I intend to do about it, with God's help? This brings us back to a thorough understanding of Ezra 7:10:

Preparation	. . . <i>prepared in his heart.</i> . . .	(Prayer)
Investigation	. . . <i>to seek the law of the Lord.</i> . . .	(Study)
Application	. . . <i>and to do it.</i> . . .	(Personally living it)
Proclamation or Communication	. . . <i>to teach in Israel.</i> . . .	(Telling it)

6. Before he could study, he had to pray and confess sin. Ezra then went to work as we are commanded to do in II Timothy 2:15. After he had completed a thorough study, he applied what he had learned to his own personal life. It was only *after* he had recognized that he was on holy ground, followed Proverbs 15:28 (“*The heart of the righteous studieth to answer:*”), practiced what he

learned in his own Christian walk, that he could teach others the ways of the Lord. Why? He was 'practicing what he was preaching.'

7. Examples of a Topical Study:

TOPIC	BOOKS	DETAILS
The Wicked	in the Psalms	Specifically
The Righteous	in the Proverbs	Father and Son Relationship
Praise	in the Bible	Various Authors

## THE DEFINITION AND EXPLANATION OF THE INDUCTIVE METHOD OF BIBLE STUDY

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To study the Bible by the Inductive Method demands that one first examine the particulars of the Scriptures and that one's conclusions be based on those particulars. It is a *sound approach* because by being objective, it corresponds to the objective nature of the Scriptures. It is a *scientific approach* in that it begins with observation, followed by the interpretation, concluding with the application. It is the best method designed to enable one to develop rapidly in the ability to do independent Bible study. The Inductive Method places all emphasis on the process of reasoning or drawing conclusions from particular cases with a method of operation.

Being primarily analytical in character, but also employing other types of study known as the synthetic, emphasis is also placed on the paragraph as the unit of study, and also the *literary composition* of the text.

The process is as follows:

1. The Bible student reads the book through a specified number of times.
2. The student should then prepare an outline of what he reads by writing down important points, the main divisions as he or she believes them to be, and also the sub-points in each division.
3. Dividing the book into paragraphs as one reads would be best since the paragraph is the main unit of study.
4. All reading should be done in the Bible (A.V.) first, not using any commentaries.
5. The student can then draw his or her own opinions on the basis of what he reads and learns from the reading.
6. REMEMBER: the greatest difficulty in the methodical Bible study is the *doing of it!*

The necessity to read for one's self, to find out for one's self what a passage says is ever present. The writers of commentaries had to get their information in like manner. The Holy Spirit is the same in every believer, and is not given by measure (cf. John 3:34). It is also important to compare Scripture with Scripture. After the basic or rough draft outline has been made, one can begin to analyze or scrutinize over the material. By asking who, what, when, where, why, and how? The student begins to enter into his own independent Bible study, finding out for himself the answers to the above six questions and others without chewing over someone else's material from *their* Bible study.

Learning to do independent Bible study can be both fascinating and frustrating. Let us remember that Rome was not built in a day and be patient as we learn to do what our Lord commanded through Paul's writing to Timothy in II Timothy 2:15.

## VARYING YOUR BIBLE STUDY PROGRAM

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The following are title suggestions for Bible study topics or for sermon series.

The Miracles of Jesus	Vows of the Old Testament
The Parables of Jesus	Major Types in the Old Testament
The Personal Evangelism Class of Jesus	The Ten Greatest Chapters in the Bible
The Sermons of Jesus	Great Confessions of the Bible
The Beatitudes of Jesus	Great Decisions of the Bible
The Prayers of Jesus	Men Who Disobeyed
Crises in the Life of Christ	Hypocrites of the Bible
The Lord's Prayer	Fools of the Bible
The Ten Commandments	Major Divine Judgments
A Series on John 14	Proud People of the Bible
A Series on Romans 8	Rebels Against God
Favorite Psalms	Self-righteous Men of the Bible
Nature Psalms	Tempted People of the Bible
Penitential Psalms	Worldly-minded Men of the Bible
Patriotic Psalms	Major Cities of the Bible
Books of the Bible	Night Scenes of the Bible
Men of the Bible	Mountain Scenes of the Bible
Women of the Bible	Major Battles of the Bible
Warriors of the Bible	Lovers of the Bible
Intercessors of the Bible	Questions Jesus Asked
Backsliders of the Bible	Questions the Father Asked
Drunkards of the Bible	Questions Men Asked Jesus
Apostates of the Bible	Lies of Satan
Men Whom God Killed	Development of the Life of Christ
Men Who Wished to Die and Could Not	Development of the Life of Paul
Soul Winners of the Old Testament	Development of the Life of Peter
Soul Winners of the New Testament	The Twelve Apostles
Conversions in the Old Testament	The Seven Churches of Asia Minor
Conversions in the New Testament	Major Doctrines of the Bible
The Covenants of the Bible	Major Aspects of Salvation
The Feasts of Jehovah (Leviticus 23)	The Minor Prophets
Dreamers of the Old Testament	The Major Prophets
Men of Faith in the Old Testament and New Testament	Mothers of the Bible
Martyrs in the Old Testament and the New Testament	The Twelve Sons of Jacob
The Ten Greatest Miracles in the Old Testament	The Ministry of Angels
The Seven Greatest Men in the Old Testament	The Tabernacle
Missionaries in the Old Testament	The Offerings of Leviticus
Men Called Perfect in the Old Testament	Great Prophecies of the Atonement
The Names of God in the Old Testament	Baptisms of the Bible
Parables in the Old Testament	Paul's Missionary Journeys
Procrastinators of the Bible	Burials of the Bible
Singers of the Bible	Offices of Christ
Revivals of the Old Testament and the New Testament	Major Chapters of the New Testament
Great Sermons of the Old Testament	Covetous People of the Bible
Theophanies of the Old Testament	False Religions in the Bible



Visions of the Old Testament and the New Testament  
 The Rewards of the Saint  
 Marriages of the Bible

Gardens of the Bible  
 Suicides of the Bible

This list is far, far from being exhaustive. Its purpose is to direct the student into some form of pattern out of which his own themes will develop.

## SAMPLE TOPICAL STUDY

### WHAT DOES THE BIBLE SAY ABOUT DRUGS?

Neither the word ‘drug’ nor the word ‘addict’ is used in the Bible. The word ‘addicted’ is used once (I Corinthians 16:15), but in the sense or with the definition of: to arrange in an orderly manner, assign or dispose (to a certain position or lot) Greek word-*tasso*-I Corinthians 16:15 “. . . *they have addicted themselves to the ministry of the saints. . .*”

Revelation 18:23, “. . . for by thy sorceries were all nations deceived.” This may be a parallel with the deceptiveness of the drug culture claim that drugs bring one closer to God or helps one to find God.

**Sorcerer**-a magician, i.e., an oriental scientist

**Sorcerers**-a druggist (pharmacist) or poisoner, by implication a sorcerer, by extension, a magician

**Sorcery**-to practice magic, use sorcery

**Sorceries**-Greek, *pharmakeia*

Revelation 9:21	medication (pharmacy)
Revelation 18:23	witchcraft (by extension)

### Conclusion:

1. Drugs associated with Satanism, Black Magic, Occult, Black Arts, etc. → Anti-God.
2. These ‘mind-expanders’ are actually the ‘mind-openers’ to Anti-God forces, Demonism, etc. The only religious effect of drugs is to bring one closer to the god of this world, self-destruction and ultimately anti-Christ himself.

ITALIC TYPE  
THE USE OF ITALIC TYPE IN THE AUTHORISED VERSION  
SOURCE ARTICLE FROM: THE TRINITARIAN BIBLE SOCIETY

Several readers of the *Quarterly Record* have asked for an article explaining the use of italic type in the Authorised Version. In his book on “The Authorised Edition of the English Bible (1611). Its subsequent reprints and modern representatives”, F.H. A. Scrivener gives the following information: -

In the editions of 1611 and 1613 there were many inconsistencies in the use of italics, and a close and critical examination of the version by those responsible for the editions of 1629 and 1638 resulted in a considerable improvement, which was carried further by Dr. Paris in 1762 and Dr. Blayney in 1769. The Translators employed italic type-

- 1) When words quite or nearly necessary to complete the sense of the sacred writers have been introduced into the text from the parallel passages of Scripture.  
e.g. 2 Samuel 5.8 “*he shall be chief and captain*” (supplied from I Chronicles 11.6).  
Jeremiah 6.14 “*of the daughter*” (supplied from Jeremiah 8.11).
- 2) When the extreme compactness of the Hebrew produces a form of expression hardly capable of being transformed into a modern tongue.  
e.g. Genesis 13.9 “Separate thyself, I pray thee, from me: if the left hand, then I will go to the right. . .”.  
A.V. adds in italics- “*thou wilt take*”-reading-  
“If *thou wilt take* the left hand. . .”.  
This class includes cases where the “apadosis” (consequence resulting from an act) is implied in the Hebrew, but must be expressed in English-  
e.g. Genesis 30.27 “If I have found favour in thine eyes, *tarry*”.
- 3) In instances of “zeugma”, a grammatical figure in Hebrew and Greek, by which an expression belonging to one part of a sentence is made to serve also in another-  
e.g. Genesis 4.20 “And Adah bare Jabal: he was the father of such as dwell in tents, and *of such as have cattle.*”
- 4) Where it is necessary to indicate an abrupt transition from the *oblique or indirect* to the *direct* form of speech.  
e.g. Genesis 4.25 “And she bare a son, and called his name Seth: for God, *said she*, hath appointed me another seed instead of Abel”. The italic words indicate the change to “reported speech”. (Note: there is a similar change in Genesis 32.30 without any such indication).
- 5) To indicate that a word or clause is of doubtful authority as a matter of textual criticism. According to Scrivener there is only one such instance in the Canonical Books in the A.V.  
e.g. I John 2.23 “but he that acknowledgeth the Son hath the Father also”.  
The Translators were aware that there was an omission in the Greek manuscripts and printed editions available to them, and correctly supplied what was lacking from the Latin Vulgate. The wisdom of their decision was subsequently confirmed by a stream of ancient evidence, including Codices Alexandrinus, Vaticanus, Sinaiticus, Ephraemi, the Palestinian and Harkelian Syriac, Memphitic and Armenian versions, Origen, Eusebius, Cyprian, Hilary. The words are found in all subsequent English versions.
- 6) Where the words supplied are essential to the English sense, although they may be dispensed with in Hebrew and Greek, or could even be received into the original without burdening the sentence or marring the style. This is the most numerous class, far out-numbering all of the others put together.  
e.g. Genesis 33.15 “the folk that *are* with me”.

The A.V. translators appear to have tried to observe the following rules, but consistency was not always achieved:-

- a) The English possessive pronoun, when it renders the Hebrew or Greek article should be set in italics.  
e.g. Judges 3.20, 2 Samuel 6.7 etc.
- b.) “This” and “That” when used for the Hebrew definite article should be italicized-  
e.g. Exodus 34.1 “*these* tables” (but 9.27 “this time”-no italics).
- c) No attempt was made to put in italics every occurrence in English of the definite article where it is absent from the Hebrew and Greek. In some such instances italics would be helpful-

e.g. Romans 1.6 “Among whom are you also (*the*) called of Jesus Christ”.

- d) When the Hebrew or Greek have the article before a participle, and the English is rendered, “which are”, “that is” etc., the italics are not really necessary, but are used in some places-  
e.g. Judges 6.28 “the altar *that was* built”.
- e) When the original has an article prefixed to an adjective, rendered in English “that are”, “who is” etc., the words should be in italics-  
e.g. Isaiah 5.21 “Woe unto *them that are* wise. . .”.
- f) When the Hebrew infinitive is used without the personal pronoun, and this is supplied in English, it should be in italics-  
e.g. Genesis 6.19 “to keep *them* alive in famine”.

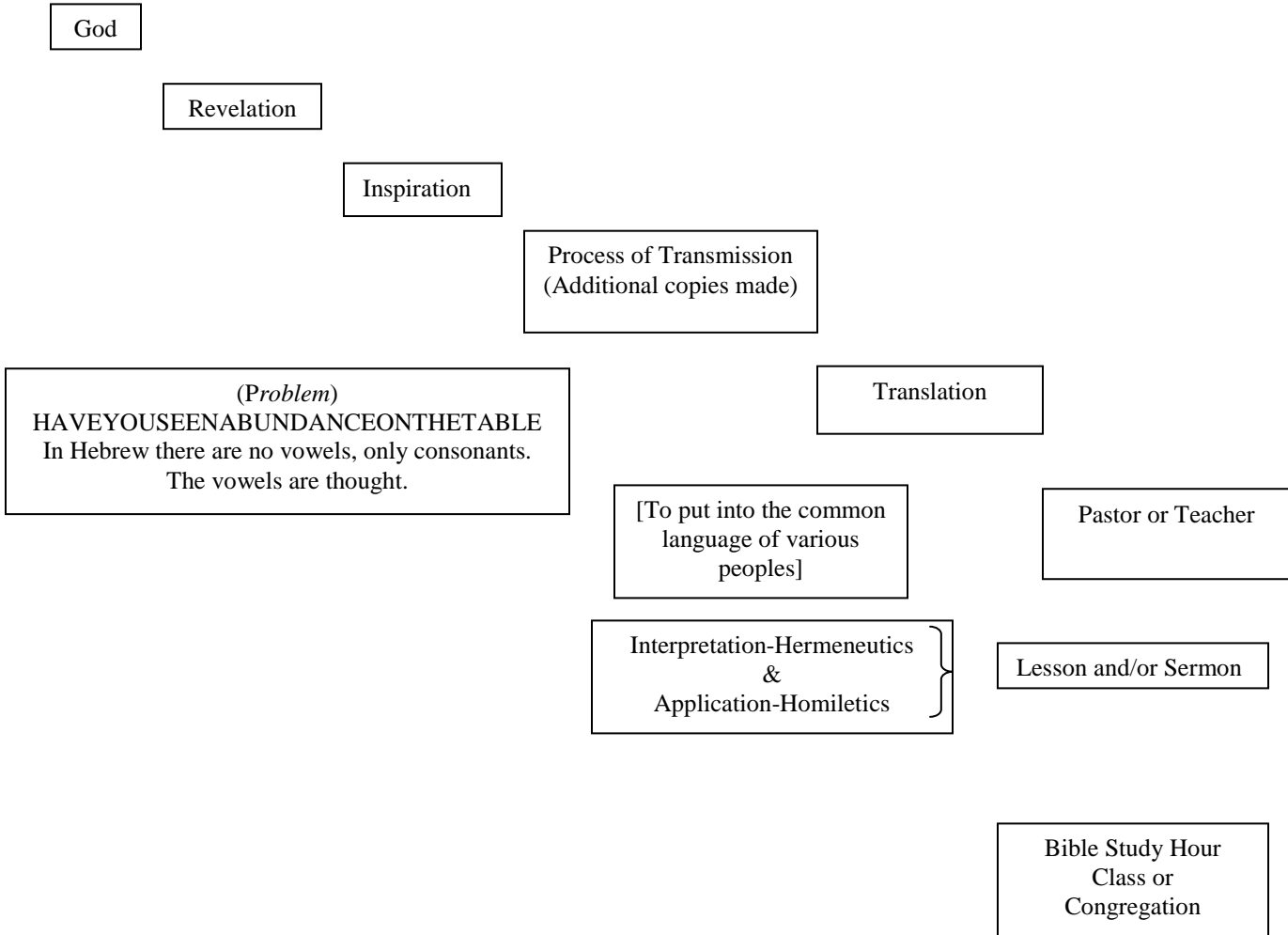
There are other instances involving finer points of Hebrew grammar and difficult to present in the present brief and non-technical article. Scrivener endeavoured to follow all the rules consistently in his edition of the Cambridge Paragraph Bible of 1873.

HERMENEUTICS

Principles of Methodical Bible Study  
Enjoying the Living Word of God!  
Pastor Walter C. Lucas

DEFINITIONS:

Speech-basic techniques in the delivery principles of communication  
Hermeneutics-the science of interpretation  
Homiletics-a combination of the above two



Problem: Fact\*-There are people who have a faulty appreciation for the Word of God.

-These people are either not born again or are out of fellowship with God.

or

-Is it because of a faulty preservation of the Word in the sense of *did* really say that or what did God really say before all of these translations?

or

-To an extent textual criticism solves the problem.

\*the biggest problem is that of faulty interpretation!!!!!!!

HERMENEUTICS properly applied solves faulty interpretation.

Note: two extremes can be attained:

1. All I need is hermeneutical principles minus all devotions, prayer, being born again, etc.
2. I don't need hermeneutics; I have the Spirit. All I have to do is read. (Forget hermeneutics!)

**(Proverbs 11:1 indicates that a balance is needed!!!)**

When we go back to the definition of hermeneutics, we see that it designates both the science and the art of interpretation.

Greek-*hermeneuo*-explanation

The Composition of Hermeneutics:

1. Language, Grammar
2. History
3. Philosophy
4. Theology

The Need of Hermeneutics:

II Timothy 2:15,	Involves labor, correctly cuts the Word of God
II Peter 3:15, 16,	Some put the Word of God on the torture block; it can be harmed by improper use. Hurting with the Word.
II Corinthians 2:17	Corrupt the Word of God; cut the Word of God straight. Can be difficult to understand. We are to oppose those who water down the Word of God.

#### Historical and Working Definitions of Methods of Bible Study Systems in the Religious World

- I. Allegorical Method-a method of interpretation based on the assumption that the Scripture contains a multiple sense or meaning.
- II. Letterism-a method of interpretation which says that letters of the alphabet that potent power and numerical values which give additional meaning to the Scripture, i.e. Theomatics - legitimate?
- III. Mysticism-a method were the Scriptures are read for instruction in morals and ethics. What is not devotionally useful is slighted, rejected, or spiritualized so that it is or becomes devotional.

#### Spiritual Qualifications of a Good Exegete:

1. Regenerate, I Corinthians 2:14
2. Spirit-filled, John 16:7-11,13; Ephesians 5:17
3. A man of prayer, Psalm 119:18; James 5:16d; Ephesians 1:17-18
4. A student of the Word, II Timothy 2:15

#### Intellectual Qualifications:

1. A sound mind, II Timothy 1:7
2. A command of geography and in the area of history customs of Bible lands, Biblical language and grammar employed (Strong's, Vines)

#### Technical Equipment for Interpretation:

1. Old Testament and New Testament Survey overviews (also refer to Bible study list of tools and helps available)  
Literal interpretation-the normal reading or one's sense of the Scriptures

### Principles of Hermeneutics

1. OBSERVATION- What does it say?
2. INTERPRETATION- What does it mean?
3. APPLICATION- What does it mean to me?
4. CORRELATION- Where does it fit?

Hermeneutics- a term used to signify the science and art of Bible interpretation.

v. Gr. *hermeneuo*-to interpret or explain

n. Gr. *hermeneia*-the interpretation or the explanation

Interpretation has to do with **meaning**. Specifically,

- a.) II Timothy 2:1, 2- Spiritual life is reproduction, conveying what you learn to others
- b.) II Timothy 2:15- Study, be diligent

#### Dangers of Overbalance in Bible Study:

1. Becomes an end in and of itself, II Corinthians 3:18
2. Creed and conduct must never be divorced, James 1:22
3. James 1:23-34 are answers to 'academism', studying just to study. Bible study must affect one's life in order to be profitable.
4. Do not become so involved in the **method** that you miss the **message!**
5. Use all Bible helps only after you have completed your own personal study utilizing hermeneutical principles.

#### Personal Need for Bible Study:

1. God commands it, Joshua 1:8; II Timothy 2:15
2. Our new nature requires it for food.
3. Public need, II Timothy 2:2

Deduction-a process started by generalizations or presuppositions  
a fact-finding mission; find facts/draw conclusions!

Bible study-a science AND an art

Science-is found in the principles of inductive study methods

Art-is found in the application of those principles

***DO NOT WASTE TIME USING OTHER VERSIONS; BECOME AWARE OF WHAT IS THERE!!!***

#### Types of Figurative Narratives:

1. Allegory-a fictitious story which may or may not be true to life, containing direct personification or representations, each part having metaphorical meaning. It teaches truth in one realm by representations from another realm; it is almost invariably accompanied by its interpretation, John 16; Ephesians 6:10-18.
2. Fable-a fictitious story designed to teach natural prudence; something generally recognized to be true, Judges 9:8-20. Moves from the realm of the animate to the inanimate.
3. Parable-parabolic teacher, Jesus Christ-a companion of resemblance presenting one set of circumstances as resembling another in one or several points. Note Luke 16 is not a parable; why?

## The Observation of Structure

1. Structure refers to framework, skeleton, or the arrangement of material; anything organized or planned will have a structure.
2. Grammatical Structure-Psalm 23:1  
The core-a normal relationship between words, phrases, and clauses. It is essential to discover the core of each sentence and major core of each paragraph. The term grammar scares many students, but to remain true to God's Word, we *must* understand grammar.

Terminology-a vocabulary of grammar

- a. Temporal or chronological connectives, participles, prepositions that refer to time.
- b. Connectives that are used within clauses, between clauses, within paragraphs, between sentences, and between paragraphs.

1. They are local or geographic; logical or emphatic

α. Emphatic connectives: truly, verily, behold, indeed, finally, especially, last of all, etc.

β. Regular connectives: because, however, therefore, yet, otherwise.

### Grammatical Process Studies

ETYMOLOGY, i.e., word studies: for example, the differential on a car. The size and pronunciation of a word may factor into the fear of learning new words or learning about new subjects that are merely called by their proper names.

Meaning of Words-learn and be sure of a word's meaning in its proper context, cf. I Thessalonians 4:15; II Thessalonians 2:7.

Parts of a Sentence-Subject, Verb, etc., e.g. John 3:36.

### Figures of Speech

Definition- a word, sentence, or narrative used in a different way from that properly belonging to it.

Purpose-always for emphasis; to intensify the meaning, John 10:27; Psalm 23:1.

Two Basic Figures of Speech:

- a. Simile- a figure of formal comparison based on resemblances that are explicitly stated, e.g., Isaiah 53:6
- b. Metaphor-a figure of formal comparison also, but lacks the formal statement, and thus is implicitly stated, e.g., Psalm 100:3.

### Word Studies:

#### Routine Words

Words whose meaning is immediately obvious

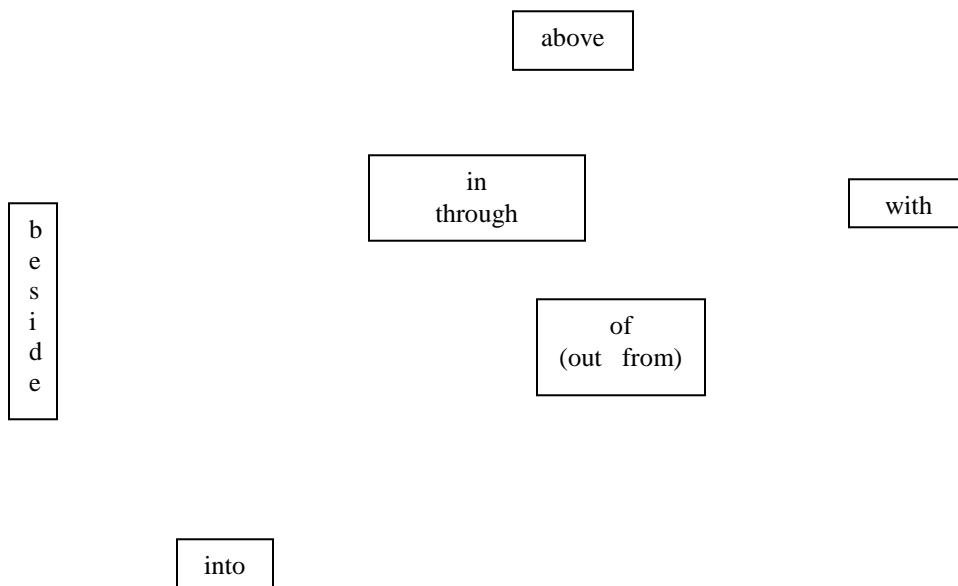
#### Non-routine Words

Words which should be especially noticed and should be recorded because they will require more particular consideration.

3 Classes:

1. Difficult to understand
2. Crucial
3. Words which otherwise express profound concepts

Common Words, phrases Observe phrases and clauses that *describe*, i.e. adjectives  
 Make use of the questions **Who? What? When? Where? Why? How?**  
 Key phrases are introduced by prepositions  
 Note-every preposition can be introduced and illustrated by a circle:



### Historical Process Studies

- A. Requires research after extra Biblical authors such as Joseph-s
- B. Three basic contexts are seen
  1. Immediate-verses before and after
  2. Context of the book in which the passage is found
  3. Context of the Bible itself

### Literary Structure

The viewing of the broad aspect of the paragraph in order to discover the various devices the author has used to convey his message.

- A. Make note of things that are compared  
 To compare something is the association of like things; cf. I Corinthians 13, James 3:6-12



- B. Make note of things that are contrasted  
 An association of opposites  
 The connective 'but' often introduces a contrast, cf. Romans 4; Proverbs
- C. Make note of repetitions  
 Terms, phrases, clauses, and ideas are often repeated  
 Hebrews 11 by faith  
 Romans 5 much more  
 Galatians 1 accursed
- D. Make note of logical relationships/reasons  
 Oft times commands are backed up by purposes;  
 advice is backed up by proofs;  
 warnings are backed up by results
- E. Note cause and effect, e.g., the author gives a warning and then tells what will happen if the warning is not heeded.
- |                |               |                          |
|----------------|---------------|--------------------------|
| Romans 1:19-21 | because/for   |                          |
| Ephesians 1:4  | in order that |                          |
| Ephesians 4:1  | therefore     |                          |
|                | <u>if</u>     | = a very important word! |
- F. Make note of generalizations  
 -A general statement made, then explained or amplified.  
 -A series of ideas may be stated with a generalization concluding the statement.
- G. Note progression of thought in order to know what the author is saying, i.e., II Corinthians 6:3-9, cf. the first and the last item in a list or series of ideas and watch for the climax in those or of those ideas.

*ASK QUESTIONS → APPEAR DUMB!*

*DON'T ASK QUESTIONS → REMAIN DUMB!!!*

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## METHODS OF BIBLE STUDY

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[Taken from Effective Bible Study by Howard F. Vos]

1. The Inductive Method
2. The Synthetic Method
3. The Analytical Method
4. The Critical Method
5. The Biographical Method
6. The Historical Method
7. The Theological Method

8. The Rhetorical Method
9. The Geographical Method
10. The Sociological Method
11. The Political Method
12. The Cultural Method
13. The Scientific Method
14. The Philosophical Method
15. The Psychological Method
16. The Devotional Method

There is also the Literary Study of the Bible, respectfully, the Bible as literature.

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As a suggestion, your own personal Bible study should include:

Three large three ring notebooks plus-

- A. Old Testament book notes, word studies, and exegesis
- B. New Testament book notes, word studies, and exegesis
- C. Doctrinal or theological subject studies

***REMEMBER THE IMPORTANCE OF READING, RE-READING...I Timothy 4:13***

Structure Awareness (geographically, historically, grammatically, etc.)

Make note of the laws of composition:

1. Interchange negative/positive/negative/positive/negative/positive/etc.
2. Cruciality- pivot point; change of direction

Three Ways to Learn from Bible Study:

1. Precepts-Direct statement or commands
2. Principles-Based on those statements
3. People-in the word, both negative and positive, i.e., Balaam, David, Solomon

#### Exegesis of a Book

DO THIS:

*ex/egesis*

*ek*

out of

-draw out of the text principles, concepts, etc.

1. Read and Re-read the Book
2. Use a King James Version

DON' DO THIS!!!

*eis/egesis*

*eio*

into

-they read into the text

3. Background of the Book
  - a. Bible Handbook
  - b. Bible geography and maps (atlases)
  - c. Archeology works
  - d. Historical content-how it fits
  - e. Background on the author
  - f. The situation of the author
4. Theme of the Book
  - a. Summary title and paragraph of each chapter
  - b. Analysis of the whole book (outline)
    - i. chapter studies
    - ii. paragraph studies
    - iii. verse studies
    - iv. word studies
    - v. topic studies
5. Apply What You Learn Personally

### IDENTIFYING THE MATERIAL CONTAINED

1. Biographical material: deals with PEOPLE
2. Historical material: deals with EVENTS
3. Chronological material: deals with SEQUENCE OF TIMES
4. Geographical material: deals with PLACES
5. Ideological material: deals with IDEAS

### PASSAGE INTERPRETATIONS

Problem?

Philippians 2:12 . . . should we work to obtain salvation . . . ?  
 [“...work out your own salvation with fear and trembling.”]

WORK FOR	WORK TO COMPLETE	WORK APART FROM PAUL'S HELP
salvation of us	depends upon us	God alone

Three Differing Views:

Weighing of arguments in comparing Scripture with Scripture	
-For-	-Against-
-For-	-Against-
-For-	-Against-

## ASKING QUESTIONS

### 1. Purpose

#### A. Explanatory Questions

What does the term mean? How can it be defined? What are its characteristics? Is there a deeper-than-surface meaning?

#### B. Questions of Reason

What is the reason for the term? Would it make any difference if this idea were left out, or stated differently? Could another term be used instead of this one? Why is this term used in this particular place?

### 2. Answer Interpretive Questions (use discernment in asking questions)

Define-word studies-what does this word contribute to my understanding of the meaning of this particular passage?

Do not fall into the trap of defining the meaning of a term simply to define the term! **Take words as they would be normally be used in context! CONTEXT! CONTEXT! CONTEXT! CONTEXT! CONTEXT!!!**

### INVESTIGATE:

Does the passage have its own interpretation, e.g. in the next passage? [Compare Scripture with Scripture]

- A. Maintains balance
- B. Clarifies problems
- C. Establishes a norm or a standard of truth
  - The historical setting, customs, culture, Bible Dictionary, maps, etc.

#### Questions for Implication

- A. What is Implied

#### Questions of Progression

- A. Is there progression in the thought pattern? Does it move toward a climax? Is one idea built on another idea, or are they independent ideas? Is there any significance in order?

## LITERARY FORMS

### A. Logical and Discursive

1. A presentation of ideas in argumentative form
2. Check for logical development of arguments



2. Lower Criticism-deals with the determination of the text.
3. Hermeneutics-art and science of interpretation; the principles of which exegesis is a practice.
4. Exegesis-elucidation of the text-the application of hermeneutical principles with the end in view of declaring the meaning of the Biblical text.
5. Systematic Theology-the collection and analysis of truth, the end in view of arranging truth in a systematic order.
6. Homiletics-science of the *how* of expressing the truth (*the how*)
7. Exposition-the art of proclaiming the truth (*the doing of it*)

**Methodical Bible study is involved in the first five steps, and primarily in steps three, four, and five.**

	God
	Word
	Teacher
	Inductive Method of Bible Study
	Homiletics-Variou Methods
	Reaching the People

Sample Observation Chart:

Passage	Observation	Interpretive Questions
	Survey Chart	
	i.e. James 1-5	James 2
		Am I saved by works or faith?
i.e. James 1:2-4	Word Studies	
	Phrases	
	Paragraphs	James 4:4
	Sentences	Spiritual or physical adultery?
	Purpose	
	Content	
	Non-routine terms	
	Crucial terms-why?	

TEXT ILLUSTRATIONS

‘The biggest and most important item in methodical Bible study is the ‘doing of it’ –W.C.L.

1. John 16:33: The Great Tribulation? Or Trials?
2. Galatians 3:26: Improper Interpretation: Prepositional Phrase Characterizes How One Is a Child of God.
3. Jeremiah 23:30, 31: Old Testament Emphasis on the Authority of God's Holy Word
4. Using the Greek to show a further strength behind the English, cf. John 1:1-3; 14, i.e. tabernacled, etc.
5. Some differences in Greek and English, i.e., I John 3 verse 4, 8 – 'committeth', and also verse 9, 'commit'. In our English language the tense of a verb relates primarily to time, telling us that the action is past, present, or future; however, the Greek can also indicate whether the action is continuing or whether it has ceased, i.e., 'sinneth' (3:6) is present tense, continuous action.
6. I Peter 2:2- Not necessarily making a declarative statement concerning their present position of spiritual growth, but using the babe illustration to show how we should desire the Word of God; however, both applications are present. Make a note of the punctuation used and read with that emphasis.
7. James 4:4- Note the spiritual sense of the terminology
8. Jeremiah 4:22 and the correctness of the Authorized Version. In English speaking countries a plural noun never takes a plural verb unless the noun has an 's'; thus, ". . . the people is foolish. . ." is a correct rendering due to the grammar of the translators.
9. Outline Jeremiah 1:5-11
10. Law of First Reference - covers a broad spectrum; verse by verse, paragraph by paragraph, etc.

*Is my interpretation of this passage correct or valid when I compare it with other Scriptures in the Bible?*

#### Some Good Bible Study Tools

Strong's Concordance-for word definitions of original languages  
Unger's Bible Dictionary-tremendous work, except the section concerning Bible versions (Westcott & Hort Theory)  
Unger's Bible Handbook  
Bible History of the Old Testament, Alfred Edersheim  
Archeology and the Old Testament, M.F. Unger  
Archeology and the New Testament, M.F. Unger  
Archeology in Bible Lands, Howard F. Vos  
Effective Bible Study, Howard F. Vos (course text)  
Christian Theology, Bancroft  
Strong's Systematic Theology, A.H. Strong  
Things to Come, J.D. Pentecost  
Dispensationalism Today, Charles Ryrie  
Dispensational Truth, C. Larkin  
Explore the Book, J.S. Baxter- a good, one-volume commentary

#### Three Basic Kinds of Expository Messages

1. Topical-Dealing with a subject not found in a given passage
2. Textual-Exposing what the text says in two manners

- A. Expanded Textual Expository Sermon-abbreviated text (using short passages) Draw out the concepts.
- B. Extended Textual Expository Sermon-talking about a longer passage of Scripture

### 3. Verse-by-Verse Exposition

#### How To Move From Text to The Body of The Sermon or Speech:

1. The Introduction-Five Basic Parts [Known As the Mechanics of Introduction]
  - A. Attention Step
  - B. Need Step
  - C. Proposition-the stated purpose
  - D. Interrogative-the question, 'why?'
  - E. Transitional sentence (includes the initial summary)
2. The Body of the Message
  - I.
    - A.
    - B.
  - II.
    - A.
    - B.
3. Conclusion (includes)
 

<ol style="list-style-type: none"> <li>A. Application</li> <li>B. Final summary</li> </ol>	} these can be reversed
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Bible Chapter: \_\_\_\_\_ The general theme is: \_\_\_\_\_



