

Answering the questions requires the process of **RIGHTLY DIVIDING!**

Think of **Rightly Dividing** as a 3-C process of **collecting, categorizing and cataloging** Scripture into the 2-C product of **concrete concepts**. We are, in essence, trying to create different piles of information of similar content, until we've organized enough material to define our understanding, or interpretation, of a concept, thought, and/or passage.

Remember the illustration of the man who had never seen a car. Though he could measure the first car he did see, he couldn't "interpret" the size of it, because he had nothing from which to compare—was it small, medium or large?. Likewise, as we study the Bible, we put pieces of information in this pile, and other pieces in that pile, until we have enough in our different piles from which we can safely determine what something means. In the example of the car, we're putting small cars in this pile, medium in the next, and so on. After observing enough cars, we'll likely realize we need to make adjustments to our piles, because, for example, we encounter a new set of cars that are, on average, considerably smaller than the rest in our "small" car pile—the sub-compacts.

So it is with Scripture. The more you divide, the more you begin to understand the character of different aspects of Scripture, and the more dividing you need to do. The more dividing you do, the easier the process, because you now have more from which to compare—but its also a now harder process, for the same reason. When your piles get unmanageable, its time to divide them out again.

If you've been through the Walk-Through, then you know there's more than one way to rightly divide. It's not within the scope of this course to thoroughly cover all the different ways to do this. I'm not even sure where I'd begin a course of study like that. Fortunately, you're exposed to fruits of this method of teaching every Sunday, which lightens my load. But we are going to look at this process from each of the 5-C's:

- 1) Collecting** We know what concepts we're looking to compare by use of our Q&A techniques. Now we begin to find those comparisons.
- 2) Categorizing** This goes back to our Q&A, in a sense, because once we've found a related passage we'll use our Q&A techniques to flesh out our categories.
- 3) Cataloging** Record your findings. Use pencil, though—revisions are a regular part of the game.
- 4) Concepts** Notice "concepts" comes before "concrete." As we make our revisions in part 3 above, these concepts become more concrete.
- 5) Concrete** That doesn't mean "set in stone" but it does mean steady, base and foundational. The more foundation we have (by means of collecting) the stronger our base, but this concrete needs to have remoldability.

Collecting

This is the process of seeking out comparative concepts so that we have more Scripture to compare with our Scripture.

Have you ever collected anything? Good collectors have a knack for finding those rare additions to their collections. Some collections come about more easily than others, but, the most valuable collections require the most diligent quests for goods. I recently saw a crowd of people lined up outside a closed boutique. Out of curiosity, I turned around to inquire of the bystanders why they were by-standing. It seems the store was expecting a new shipment the next day of \$4.00, hand-sized fuzzballs, and all these folks were lined up, with sleeping bags, to get ahold of the latest Beanie Baby. If Beanie Baby's are worth that kind of diligence, imagine the nuggets we can acquire if we're willing to diligently pan for comparative Scripture!

Tips on finding comparative passages:

Below are some tips on finding those passages. After discussing each broadly, I'll give an example of the entire process.

1) Use your mind.

Q&A! What questions do you want answered by this verse/passage? What are some things you do not understand? This is where a lack of understanding can be a real asset—because when you are sure you don't know something you're much more likely to learn! On the other hand, when you're confident of what this means, you're less likely to look for answers.

Try to determine what the issues are in this particular verse/passage. What are some key terms/concepts? *You're now beginning to categorize.*

2) Use your pencil.

You know, a pencil and sheet of paper are worth far more than our mind, because once its written, you're much less likely to lose it (the thought, that is...there's no guarantee you still won't lose your mind!) *You're now beginning to catalogue.*

3) Use Topical Tools.

Let me talk about some free tools available at www.oori.org. After arriving at this page, click on the **Study Tools** button. You've now got the following tools available:

BST - Topic Search

Holy Spirit

in: **Nave's Topical Bible**

- Nave's Topical Bible
- Strong's Exhaustive
- Torrey's New Topical Textbook
- Jamieson, Fausset, Brown Easton's Bible Dictionary Hitchcock's Bible Names Dictionary
- Smith's Bible Dictionary Matthew Henry Commentary
- Geneva Study Bible
- Wesley's Explanatory Notes

Of these, *Naves Topical* is the truest topical *reference* tool. The others would be more accurately labeled topical information sources. These are helpful as well, but we're going to want to use them more for ideas of where to look, than for the final answer of what this topic is, means, etc....

Enter your topic and click on the "Search" button (hidden here by the list of topical tools. You'll actually be transported to another web site.

3) Use Topical Tools (con't)...

To use this tool, you'll type in broad categories of items. Usually you'll want to try to use words found in the Bible. For example, if you were doing a study on "Sundays"...i.e., is it a special day, do we need to have church on this day, etc..., you actually wouldn't find a reference to *Sunday*, but there is one for *Sabbath*, and although Sunday is not the sabbath, it would be helpful to look at these references. What other kinds of things can you think of for a study of Sunday?

There are keywords that can be searched, other than those found in the Bible. For example, the word *trinity* will yield the following result (not all are listed for space sake):

THE HOLY
 Genesis 1:26; 3:22; ... John 1:32,33; 3:34,35; 7:39; ... Acts 1:2,4,5; 2:33; 10:36-38; Romans 1:3,4; 8:9-11,26,27; 1 Corinthians 2:10,11; 6:19; 8:6; 12:3-6; 2 Corinthians 1:21,22; ... Galatians 4:4,6; Philippians 1:19; Colossians 2:2; 2 Thessalonians 2:13,14,16; ... 1 Peter 1:2; 3:18; 1 John 5:6,7; Revelation 4:8
 See GOD
 See HOLY SPIRIT
 See JESUS

In the example above, each one of the verse references is a hyper-link, as are GOD, HOLY SPIRIT, and JESUS. By clicking on a reference, the verse is displayed, in whatever translation you have set in your preferences. By clicking on a topic, you're taken to another list of references and topics.

4) Use the Treasury of Scripture Knowledge.

The Treasury of Scripture Knowledge (TSK) is a topical tool, like the *Naves*, but with a cross reference built-into each Bible verse. So, instead of entering a topic, like *Trinity*, instead, you enter a reference, and it will give you a list of topics found for this verse, with links to each.

From www.oori.org, click **Study Tools** and then use the "BST Bible verse lookup."

Select "King James with Strong's" and check "show verse notes". Enter a verse reference, such as John 1:1, and click on **Lookup**.

You'll be transported to another Web-site (crosswalk.com), which will provide you with the following:

John 1:1 (The KJV Strong's Version)

1:1 In <1722> the beginning <746> was <2258> the Word, <3056> and <2532> the Word <3056> was <2258> with <4314> God, <2316> and <2532> the Word <3056> was <2258> God. <2316>

- DBY -> [Commentary on Chapter 1](#)
- GEN -> [Commentary on 1:1](#)
- GIL -> [Commentary on 1:1](#)
- JFB -> [Commentary on 1:1](#)
- MHC -> [Concise Commentary on 1:1](#)
- MHC -> [Complete Commentary on 1:1](#)
- PNT -> [Commentary on 1:1](#)
- RWP -> [Commentary on 1:1](#)
- WFB -> [Commentary on 1:1](#)
- NTB -> [Jesus, the Christ; Jesus, the Christ \(continued\); Wisdom; Word](#)
- TSK -> [Entry for 1:1](#)
- TIT -> [Christ is God; Excellency and Glory of Christ; The; Titles and Names of Christ](#)
- BED -> [Anthropomorphism; God; Image of God; Israel; Jesus Christ; John; Theology of; Life; Miracle; Old Testament in the New Testament; the; Time](#)
- EBD -> [John, First Epistle of; John, Gospel of; Son of God; Word; The](#)
- SMT -> [John, Gospel of](#)
- QTW -> [Devotional using 1:1](#)
- TDY -> [Devotional using 1:1](#)

Note the *TSK* (under the circle)—that's the Treasury of Scripture Knowledge. Clicking here will take you to a list of subjects related to this verse (John 1:1).

4) Use the Treasury of Scripture Knowledge. (cont)

[Home](#) > [Concordances](#) > [TSK](#) > [John 1:1](#)

Treasury of Scripture Knowledge

John 1:1 *(King James Version)*
 In *the beginning* was *the Word*, and *the Word* was with God, and the Word was God.

the beginning
[2: Genesis 1:1](#); [Proverbs 8:22-31](#); [Ephesians 3:9](#); [Colossians 1:17](#); [Hebrews 1:10](#); [7:3](#) [13:8](#) [Revelation 1:2,8,11](#); [2:8](#) [21:6](#) [22:13](#)

the Word
[14](#); [1 John 1:1,2](#); [5:7](#) [Revelation 19:13](#)

with
[18](#); [16:28](#) [17:5](#) [Proverbs 8:22-30](#); [1 John 1:2](#)

the Word was
[10:30-33](#) [20:28](#) [Psalms 45:6](#); [Isaiah 7:14](#); [9:6](#) [40:9-11](#) [Matthew 1:23](#); [Romans 9:5](#) [Philippians 2:6](#); [1 Timothy 3:16](#); [Titus 2:13](#); [Hebrews 1:8-13](#); [2 Peter 1:1](#); *Gr: [1 John 5:7,20](#)

Overview - John 1

- 1 The divinity, humanity, office, and incarnation of Jesus Christ.
- 15 The testimony of John.
- 39 The calling of Andrew, Peter, etc.

Note the items returned by the TSK search. In John 1:1, you've got 4 different topics available for cross-referencing: *the beginning*, *the Word*, *with*, and *the Word was*.

Not always are all the topics helpful, or relevant, but usually the TSK does a good returning relevant references.

Then sometimes, such as *with*, you've got to figure out what the topic actually is (in this case, *With God*).

5) Use your chain-reference.

Using the chain-reference you've got right there in your Bible can be useful as well. I've found this to usually be the least helpful, often with the least relevant topics. The main problem is that you have no idea, before jumping there, what topic its relating (and even sometimes after looking at it, you have a hard time figuring it out). But see what you can come up with.

6) Repeat steps 1-5 above by chasing rabbit trails.

Now you're on your way to finding all kinds of good stuff. After you've come to a related passage, you can jump from there to other related passages. It's the proverbial rabbit trail approach. Now, rabbits are OK, but what you want to avoid is the goose chase.

You're going to end up with all kinds of loose ends...and you'll soon have more stuff than you know what to do with. This is where it becomes obvious that we need to **categorize** and **catalogue**.

Of-course, this is just a small bit of what you can do in this type of study. And the Bible programs (at-least for the time being) make this process much smoother, and quicker, with more available options. But, it's a good place to start, and if you don't have any other options, these are a ton better than the old-fashioned print reference tools.

It's time to make some piles of all that information we've just gathered during our collection phase .

Categorizing and Cataloging

Interpretation

Why categorize?

Except for the most basic, basic study, you're going to end up with so much information that without making piles, you'll never find it. Think of a filing cabinet — either a traditional 2 or 3 drawer jobby, or your computer's filing system. If you don't keep that thing organized, its real easy to get so many different things that you can't find what you need. Even though you've filed it, its virtually impossible to find. Sometimes too, we'll have created a bunch of different categories, but not enough *levels* of categories... this is not really too much better than just putting our stuff in the drawer totally uncategorized. If you have to dig through too many folders to find the one you need, then you're not in much better shape.

Thus, categorizing allows us to retrieve our information...both in the immediate future (for this particular study, or topic) and in the distant future, where we want to call this stuff up again. Furthermore, in terms of teaching, this is where we begin to organize our material for presentation. Many times I see teachers present good information, but its not organized, or categorized, in such a way that its easy to follow. A few extra piles of information can make all the difference in the world when it comes to both study and teaching!

How to Categorize?

There are two levels of categorization we need to begin to think of: that of the student and that of the teacher. As a student, you're levels of category will be more detailed, larger, and more numerous than when you go to present your information. This makes sense. Obviously, you'll always have learned more about your topic than you can possibly share.

Often, as you're chasing those rabbits, you'll learn some great truths about some peripheral item that's not directly related to your topic. These peripheral items may be very interesting, something you want to be able to pull up again at a later date, maybe even for another lesson, but which would only distract from your teaching of your main topic.

We'll discuss this in the next couple of weeks in more detail, but here's a general guideline you want to follow when it comes to teaching: ***you can only teach one main thing at a time.*** Study after study has shown that the most effect teaching...that with the best understood, retained and recallable material...involves one main subject. Now, please understand that we'll often teach more than one thing at a time, but if you try to present more than one main idea at once, you'll lose people. Again, you will want to teach side truths, supportive matter, and things leading up to following lessons...but your main topic needs to stay focussed.

So, how do you categorize for teaching? You decide as early on as you can what you're main topic is, and you build around that. So that each pile of information you build is aimed at first helping you understand this topic, and second, at teaching it.

We'll look at the details of this next week.

Homework

Q/A

Finding Questions and Answers

For this exercise we want to come up with more questions **and** answers for Ephesians 2:10. Starting with the phrase *are his workmanship* concluding with the end of the verse, come up with as many questions and answers as you can from this verse—using our DRI (see pg. 63) system. **MINIMUM 20.**

A good balance, generally, will result in about 50-60% **D** questions, 20-30% **R** and 10-20% **I** questions. (So, with 20 Q/As, that's around 12 D's, 6-7 R's, and a couple of I's.)

To help with your first exercise, I've listed each of the words/phrases to look at, and the category of question you would definitely want to answer about each. And for the first couple, I've even give you the question to wrestle with. (That doesn't mean that you're limited to those word/category combinations, but I'd at-least wrestle with these).

Word/phrase	Categories	Question(s) to ask
workmanship	D D	what does it mean? what's the significance
are his workmanship	R D I	why present tense? what's the significance of HIS... what's the implication?
created	D R	meaning of? why this word?
created in Christ Jesus	D R	what does this mean? (<i>in?</i>) when?
for	D	what? (<i>because or so that?</i>)
for good works	I	what's the implication?
which God prepared	D R	what does prepare mean? why this word (<i>prepared</i>)?
beforehand	R I	when? (i.e., before what?)
that	D,R	
we should	D,R, I	
walk	D, R	
in them	D	