

Chapter Two

ANALYTICAL CONCORDANCE

to the

HOLY BIBLE

by Robert Young

INTRODUCTION

Young's ANALYTICAL CONCORDANCE is a very useful tool for Bible study. It is valuable in addition to Strong's Exhaustive Concordance because of its different organisation.

Strong's Concordance is EXHAUSTIVE, that is, every occurrence of every English word in the K.J.V. is listed as it appears in the English Bible. Different forms of words or tenses etc. of verbs are listed separately, for example, "know" on page 573 ff. directs the reader to "see also FOREKNOW, KNEW, KNOWEST, KNOWETH, KNOWING, KNOWN". For "know", etc. there are 5 different numbers for the Hebrew words in the O.T. and 10 numbers for the Greek words in the N.T. These numbers refer the reader to the Hebrew/Chaldee and Greek dictionaries at the back of the concordance.

YOUNG'S CONCORDANCE is ANALYTICAL. The author describes it as follows in his preface.

"But the predominating feature of this Work is the *Analytical arrangement* of each English word under its *own proper original* in Hebrew or Greek, with the literal meaning of the same. By this means the reader is enabled to *distinguish things that differ*, which are frequently confounded in the English Bible, and for the elucidation of which Cruden offers no real help at all, and which indeed have hitherto been the exclusive property of scholars. For our Translation often renders *one* Greek word by *ten* or *twenty* English ones; and, on the other hand, it sometimes employs *one* English word to translate *ten* or *twenty* Greek ones."

The analytical Concordance lists each English word in the Bible according to its original word in Hebrew for the O.T. or Greek for the N.T. For example, for the words "know", etc. on page 575-579 there are 6 headings for 6 different Hebrew words and 7 headings for 7 different Greek words, with the Biblical references under each one.

By looking up the original Hebrew or Greek word in the Index-Lexicon at the back, listed according to its English transliteration, it is possible to find out quickly how else the same original word was translated into English and how often it was translated that way.

I. PURPOSE

Young's Concordance lists alphabetically every word in the K.J.V. Bible together with the original Hebrew or Greek word, in their alphabetical order, accompanied by an English transliteration, as well as a literal translation of the original word. Therefore it can be used for:

- A. Finding out where a verse occurs in the Bible. If a word from the verse or part thereof is known, then the Biblical reference can be found. It is best to use the most important or the least common word in the portion to be located. This saves time looking through many pages of references to a common word in the concordance. For example, the word "Lord" covers 6 pages in Young's. "The LORD" used about 5000 times is not printed in full. If it were, it would take up 15 pages!

- B. For the student who can understand the original languages of the Bible, the Hebrew or Greek word for any English word is immediately available, without having to refer to any other pages in the concordance. The literal or primitive meaning of every original word is given, as well as a transliteration and a guide to the pronunciation of the original. Thus, the student who cannot read Hebrew and Greek can still use this facility.
- C. Under the original Hebrew or Greek word, each reference to the same English translation of the word is listed. Therefore, it is easy to find out what are thoroughly true and reliable parallel passages.
- D. By using the transliteration of the original Hebrew or Greek word, it can be found easily in the Index-Lexicon sections at the back of the concordance. This will give all the occurrences of the word in the Bible, how it is translated into English and the number of times the translation appears. This is most useful in gaining an over-all understanding of the meaning of the word. Seeing how the word is translated in other verses can give a more total picture of the word's meaning. This section can also be used to find the Biblical references to other English translations of the same original word, by looking it up in the main concordance.

The value of such a concordance is that in textual studies or in preparing a sermon, etc., the essential information is immediately available. The word, literal meaning, how it is used in the original, where applicable, verses where the same original word is translated into the same English word are all together in the one section. Other original words translated by the same English word under study are in the immediate vicinity, all with the same basic information.

Quick reference to the Index-Lexicon sections at the back of the main concordance gives an immediate indication of the most frequently used translation and the variety of other shades of meaning the original word may have had.

II. DESCRIPTION

It is important that the reader familiarises himself with all the sections of the concordance, so that he can gain the maximum use from it.

A. Prefatory Notes

These outline how the concordance has been organised as an ANALYTICAL concordance and explain the various features in it. It is an important section to READ and BE FAMILIAR WITH FIRST.

Not only does it outline the PURPOSE, but it gives practical help in USING the concordance.

- * It gives the key how to distinguish the FORM or CONJUGATION of the Hebrew verbs. This is indicated by a number after the English transliteration of the Hebrew word. See later for details.
- * It outlines how NOUNS, ADJECTIVES, VERBS and ADVERBS are listed.
- * It gives notes on how VARIOUS READINGS of the Greek N.T. are marked in the concordance.
- * It explains how GEOGRAPHICAL, HISTORICAL and BIOGRAPHICAL details are dealt with.
- * It gives the OBJECT of the concordance and its THREE DISTINCT POINTS.

The other two prefaces mention the revisions that have been made and explain the need for them, how they have been incorporated, and any material included and the reasons for its inclusion.

B. Additional Words

One page of additional words appears next. A note at the bottom of the page gives practical advice.

* It is recommended that, before the Concordance is used, these words (headings only, such as **ORDAIN**) should be entered in their alphabetical place on the margins of the body of the Concordance.

C. Hints and Helps to Bible Interpretation

Two pages list the references to 71 different types of **IDIOMATIC EXPRESSIONS** used in the Bible, e.g. human feelings ascribed to God, repetition of a word to denote the superlative, brother or sister frequently used for a relative or companion, play upon words, etc., etc.

This is a valuable section in that it helps to study particular idiomatic words in their correct setting, and gain the meaning intended by the authors who used them.

D. Analytical Concordance

1. Concordance

The concordance covers 1090 pages, listing every English word in its alphabetical order. Proper names of persons and places are included in their proper order rather than as a separate list elsewhere. The literal meaning of each is also given, where possible.

2. Page Headings

Each page is divided into three columns, which are read in the usual way, from left to right. Above the three columns on *every* page appears in capital letters the word *beginning the first column* on the left, and the word *ending the third column* on the right. Between them, in the centre, is the page number. For example:

D E D I C A T I N G

240

D E F E N D

1 Kl. 15. 15 the things which his father had dedicated Jon. 2. 3 thou hadst cast me into the deep Prov 19. 15 Slothfulness casteth into a deep sleep

3. Organization of List

(a) Each word in the English Bible (K.J.V.) is listed in **alphabetical order**. These are printed in **BOLD CAPITALS**.

DEFEND, to —

1. *To defend, hedge about, יָצַח ganan.*
2 Kl. 19. 34 I will defend this city, to save it, for
20. 6 I will defend this city for mine own sake
Isa. 31. 5 defending also he will deliver (it)
37. 35 I will defend this city to save it, for
38. 6 deliver thee... and I will defend this city
2. *To defend, יָצַח ganan, 5.*
Isa. 31. 5 will the Lord of hosts defend Jerusalem
Zech. 9. 15 The Lord of hosts shall defend them
12. 8 In that day shall the Lord defend the
3. *To save, give width, freedom, יָצַח yashu, 5.*
Judg. 10. 1 there arose, to defend Israel, Tola the son
4. *To deliver, snatch away, נָצַח natsal, 5.*
2 Sa. 23. 12 the midst of the ground, and defended it
5. *To cover, defend, hedge in, סָכַח sakak, 5.*
Psa. 5. 11 shout for joy, because thou defendest
6. *To exalt, make high, סָבַח sagab, 3.*
Psa. 20. 1 the God of Jacob defend thee
59. 1 defend me from them that rise up against
7. *To judge, שָׁפַט shaphat.*
Psa. 82. 3 Defend the poor and fatherless; do jus.
8. *To avert, repel, ἀντισταναι antimustamai.*
Acts 7. 24 he defended (him), and avenged him that

- (b) Under this, numbered 1, (and following) is listed according to the alphabetical order *in Hebrew or Greek* all the original words translated by the English word above. For **DEFEND, to**, Nos. 1-8 appear; 1-7 for Hebrew words and 8 for Greek.

Note that Hebrew and Greek alphabetical order is different from English.

Therefore in our example **DEFEND, to**,

3, *to save, give width, freedom . . . , yasha . . .*, comes before

4, *to deliver, snatch away, . . . , natsal . . .*

Y comes well before N in the Hebrew alphabet.

With Nos. 6 and 7 in the same example, S comes before [SH].

- (c) Often after a transliterated Hebrew word a number will appear. The purpose of this is mentioned briefly in the Preparatory Notes to the First Edition, para. 1. How these numbers may be useful will be mentioned under USING YOUNG'S CONCORDANCE.
- (d) Under each heading number and original word are found all the occurrences of that particular word in Scripture, as it is translated into English (main heading), for example, **DEFEND, to**, 1, lists 5 Scriptural references and a significant portion of the verse or sentence contains the word *in full*. (cf. Strong's, where the word is abbreviated to the initial letter and full stop.)

The references are arranged in the order they appear in the Bible. The N.T. originals will always appear toward *the end* of the list.

E. Index-Lexicon to the Old Testament

1. Explanatory Note

The Explanatory Note at the top of the page gives necessary information to understand its use. It is important that it be read carefully.

2. Page Headings

These are organised in the same way as the main concordance.

3. Lists

The page is divided into 6 columns, with the words arranged in alphabetical order according to the English transliteration of the original Hebrew or Aramaic word. Aramaic words are listed in *ITALIC CAPITALS*. The original word is printed alongside the transliteration.

Under each word is given all the English meanings of the original word in the O.T. The *number* after each English word in the list indicates *how many times* the word was used in the K.J.V. Bible. Occasionally a word has *freq.* after it. This indicates that the word is used *frequently*. Other notes will be mentioned under USING YOUNG'S CONCORDANCE.

F. Index-Lexicon to the New Testament

This is arranged according to the system used in the Index-Lexicon to the O.T. The note at the beginning is useful in getting the most out of this section.

G. Scripture Proper Names, Introduction

Three pages give a good treatment of the pronunciation of Biblical names. It covers such things as:

- (a) the sound of the letters

- (b) the stress of the voice
- (c) the length of the vowels
- (d) the transliteration of Hebrew names.

For anyone engaged in public speaking, this section is useful to get as close as possible to pronouncing Biblical names correctly.

H. A Complete List of Scripture Proper Names

This list gives 23 pages in alphabetical order of all the names in the K.J.V. and Revised Version. Each page is divided into 5 columns. The words have the pronunciation guide immediately underneath. Those which are marked with an asterisk depart from the general pronunciation rules outlined in the introduction. These cases are dealt with there, also.

III. USING YOUNG'S CONCORDANCE

Much of the information needed to use the concordance is contained in the DESCRIPTION. In 3 (c) of the DESCRIPTION, it was noted that often a number will appear after the transliterated Hebrew word, for example:

FORMED, to be—
 1. *To be brought forth (in pain),* חָיַל, חַיִּל *chil, 4a.*
 Job 26. 5 Dead (things) are formed from under
 2. *To be formed, fashioned, framed,* יָצַר; *yatsar, 2.*
 Isa. 43. 10 before me there was no God formed
 3. *To be formed, fashioned, framed,* יָצַר; *yatsar, 6.*
 Isa. 54. 17 No weapon that is formed against thee
 4. *To be moved, kneaded, formed,* גָּרַץ *garatz, 4.*
 Job 33. 6 Behold. I also am formed out of the clay

A brief explanation of these numbers appears in the Prefatory Notes, but some further explanation may be in order.

These numbers refer to how the Hebrew verb has been CONJUGATED, or formed to express its meaning. In the concordance, the HEBREW ROOT is given, and that is transliterated into English.

The Hebrew grammatical system is rather different than the English one. Verbs in particular have specific meaning according to how the root words have been changed within themselves. Hence the use of the root words in the lists and the need for the numbers to explain how the verbs were used in the Biblical text.

The way the root word is modified is referred to by some Hebrew terms, which Young uses in the O.T. Index-Lexicon, instead of the numbers he uses in the main concordance.

The following is a simple explanation of each of these conjugations.

No.	NAME	SIGNIFICANCE
1.	QAL	Simple statement. Common use e.g. in narrative. Example: he killed. Note, if no number is supplied with an O.T. verb, it may usually be assumed to be this one, which is the verb's most common use.
2.	NIPHAL	Passive statement. Example: he was killed. Note, some verbs are passive in <i>form</i> , but active in <i>meaning</i> . Sometimes this form can be used in the <i>reflexive</i> sense. (See No. 7)
3.	PIEL	Intensive use. This is used to strengthen the force of the verb. Example: he killed violently, he murdered, he killed often, much, etc.

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|-------------|---|
| 4. PUAL | Intensive use, but passive. Fairly uncommon. Example: he was killed violently, he was murdered. |
| 5. HIPHIL | Causative use. Example: he caused to kill. Sometimes used in the declarative sense. Example: he declared him to be in the right, i.e. to acquit. |
| 6. HOPHAL | Causative use, but in passive. Example: he was caused to kill, or in the declarative sense, he was declared to be in the right, he was acquitted. |
| 7. HITHPAEL | Reflexive use. Example: he killed himself, or, he sanctified himself. It can also mean a reciprocal action, e.g. they looked upon one another. |

Taking the example from the concordance above, the numbers can be interpreted as to the meaning of the verb.

FORMED, to be,

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|-----------|--|
| 1. No. 4a | Form of PUAL used — indicates intensity in being brought forth. Passive use of verb. |
| 2. No. 2 | NIPHAL used — indicates the passive use of the verb. |
| 3. No. 6 | HOPHAL used — causative use as well as passive. |
| 4. No. 4 | PUAL used — indicates intensity of the process of being formed. Passive use. |

In the Index-Lexicon, the *names of the constructions* are used. For example:

CHARAB	חרב (חרב)
	be desolate 2
	be dried up 4
	be dry 2
	be laid waste 4
	be wasted 2
	decay 1
	lie waste 1
	slay 1
	waste 1.
<i>Adv. inf.</i>	utterly 1.
NIPH.	be desolate 1
	be slain 1
	be wasted 1.
PUAL	be dried 2.
HIPH.	destroy 1
	dry up 6
	lay waste 2
	make waste 3.
<i>Partic.</i>	destroyer 1.
HOPH.	be laid waste 2.
<i>Adv. inf.</i>	surely 1.
CHARAB	חרב
HOPH.	he destroyed 1.

If the various conjugations are looked up, it will be readily evident from the translation given what the force of each is applied to this word.

Although this may be unfamiliar to many students, a little practice soon brings an added appreciation of the meaning of the word in Scripture. It gives an indication of why the word was used in that particular way. It is well worth the initial effort, because it enables the reader of Scripture to understand not only the meaning as translated into English, but also the force of the expression.

As an example of how the Index-Lexicon is useful, the first Hebrew word in **FORMED, to be**, is *chil*. This literally means, *to be brought forth (in pain)*. The transliteration *chil*, is found on page 12 of the O.T. Index. It is translated by no less than 36 English terms! If each of these are studied, what it means to be brought forth can be readily appreciated. This is one small indication of the value of using the Indexes in conjunction with the main concordance.

YOUNG'S CONCORDANCE

WORKSHOP

TOOLS NEEDED: King James Version of the Bible and Young's Concordance.

AIM: To use Young's Concordance and the keys provided to open up the meaning of Scripture.

ASSIGNMENT: Scriptural references and the words to be examined are given below. Follow the steps outlined and write out the information you find. These steps will provide a suitable framework for study when Young's is used in the future.

I. ASSIGNMENT STEPS

- A. **Read** the verse and the surrounding ones for understanding the context, where necessary. **Write out** the sentence in which the word appears, and **underline** the word.
- B.
 1. **Look up** in Young's the word given in the verse.
 2. **Write out** the literal translation, the transliteration and the conjugation number, where listed, of all the original words translated by the same English word.
Look up notes under USING YOUNG'S CONCORDANCE for the significance of these numbers and how they help to understand the word being studied.
 3. **Underline** which original applies to the word you are studying.
- C. Note the **Scriptural references** (where applicable) of two other passages where the English word under study translates the same original word. (This is finding truly parallel passages.)
- D.
 1. **Look up** the transliterated original word in the Index-Lexicon.
 2. **Write** it out.
 3. **Write** English translations and **frequency** of use of each.
 4. **Underline** the most common English translation.
- E. Make brief comments about how the word is used in the verse in the light of the **total meaning** of the word as revealed in the previous step. (D).

EXAMPLE

PROPHESY Isaiah 30:10

8 ¶Now go, write it before them in a table, and note it in a book, that it may be for ²the time to come for ever and ever:	9 That sthis is a rebellious people, lying children, children that will not hear the law of the LORD: 10 Which ^hsay to the seers, See not; and to the prophets, Prophecy not unto us right things, ⁱspeak unto us smooth things, prophecy deceits:
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A. **Prophecy** not unto us right things, speak unto us smooth things, **prophecy** deceits:

B. 1. **to see (in vision)** — **chazah** (1. Qal, simple use.)

2. to prophesy, flow forth — naba 2. Niphal, passive, (although active use here).

3. to show self a prophet — naba 7. Hithpael, reflexive.

4. to prophesy — naba 2. Niphal, passive, (active use here).

5. to cause to drop, let drop — nataph 5. Hiphil, causative.

6. a prophet — nabi (noun).

7. to prophesy, publicly expound, (N.T.) — propheteuo.

C. Not applicable here.

D. CHAZAH behold 7, look 3, prophecy 2, provide 1, **see 41.**

E. The basic thought behind the word is “to see”. Note the use in v.10 of “seers”. Seers and prophets refer to the same people. Therefore prophecy flows out of seeing something from God, or having something revealed by Him. The people did not wish to hear from God through the prophets, because of their rebellious heart and their preoccupation with lies.

II. WORKSHOP ASSIGNMENTS

1. **Jealous, to be**

Joel 2:18

A.

B.

C.

D.

E.

2. **trouble**

Psalms 46:1

A.

B.

C.

D.

E.

3. **trouble**

II Corinthians 1:4

A.

B. See 2. above

C.

D.

E.

4. **shorten**

Isaiah 59:1

A.

B.

C.

D.

E.

Chapter Four

THE NEW THAYER'S LEXICON

I. THE PURPOSE OF THE BOOK

The objective of this lexicon is to provide for the serious Bible student a comprehensive understanding of each Greek word used in the New Testament. This is done by discussing the origin and classical usage of each word; by giving an accurate and full definition of it; and by illustrating its applied definitions with references to various verses of Scripture in which it occurs. Because of its thoroughness it is a very important tool for doing "word studies".

II. A DESCRIPTION OF THE BOOK

Introductory Material

The book commences with 19 pages of introductory material such as; the author's preface, a list of ancient authors quoted or referred to, a list of books referred to, and most importantly, a listing of explanations and abbreviations. To effectively use this lexicon the student should be familiar with pages XVIII and XIX.

A. The Lexicon

A lexicon is a dictionary. This particular dictionary is primarily comprised of an alphabetical listing of words like one would find in a dictionary of English words except these words are listed alphabetically according to the Greek alphabet in Greek characters. In previous editions this meant that only those with at least some knowledge of Greek could use this source. However, this new edition has an added feature that allows the student with no knowledge of Greek the privilege of utilizing it. The numbering system from the Greek dictionary in Strong's Concordance has been incorporated into this text thus making it possible for the non-Greek student to trace any English word in the New Testament to its Greek equivalent in Strong's and then obtain a full analysis of it in Thayer's.

At the top of each page the first word on that page is given in the left corner and the last word in the right corner. Just inside of these are their corresponding Strong's numbers. Down the outside columns are two-digit numbers beside each entry. These naturally fall between the two numbers at the top of the page (e.g. on page 103 the numbers 89, 90, 91, 92, 93 and 94 are actually 989, 990, 991, 992, 993 and 994).

Immediately following each Greek word the student will find technical information such as; different forms of the word, its root word or origin, its varying notation in different manuscripts, its use in the Septuagint, etc. Then follows the basic definition of the word always printed in italics. Many words have more than one simple meaning and these are each dealt with separately under headings consisting of bold print letters and numerals. Most definitions will be illustrated by Scriptural references and substantiated by references to other ancient Greek literature.

This section includes pages 1 to 683.

B. The Appendix

The book closes with various listings of Greek words to illustrate certain points and some additions and corrections.

III. HOW TO USE THE BOOK

For the non-Greek student the use of this lexicon is intimately tied with that of the Strong's Concordance. The student will have to use his Strong's to find the number of the Greek word he desires to research. Then he may proceed to find that word in Thayer's and obtain the desired information.

NEW THAYER'S WORKSHOP

assignment #1

TOOLS NEEDED: A Strong's Concordance, a New Thayer's Lexicon and a King James Version of the Bible.

ASSIGNMENT: Read the verses listed below. Look up each word listed in your Strong's to find the number of the corresponding Greek word and write it down. Then look up that word in your New Thayer's Lexicon and answer the questions given. If you have any difficulty raise your hand and an instructor will assist you.

1. Romans 5:10, 21 — **Death**

How many primary definitions of this word are there?

Write out the one that is meant in Romans 5:10.

Write out the one that is meant in Romans 5:21.

2. Romans 12:2 — **Transformed**

What does this word mean?

How is it used in relation to Christ?

3. Colossians 1:11 — **Patience, Long-suffering**

What do these words mean?

After reading their entire articles, explain the difference between them.

4. II Timothy 2:5, 24 — **Strive**

What do the two Greek words for strive mean?

How are they different?

How does this solve the apparent contradiction that the minister should strive and not strive at the same time?

NEW THAYER'S WORKSHOP

assignment #2

TOOLS NEEDED: A Strong's Concordance, a New Thayer's Lexicon and a King James Version of the Bible.

ASSIGNMENT: Read the verses below then record the Strong's number for the Greek word behind the word listed. Read through the appropriate article in Thayer's and find the applied definition relating to that specific verse. Write this out along with a statement of what insight into the verse this information gives you.

1. Acts 2:42 — **Continued**
2. Romans 15:26 — **Pleased**
3. I Timothy 4:12 — **Conversation**
4. Galatians 5:23 — **Temperance**
5. I Corinthians 6:17 — **Joined**

Chapter Five

GESENIUS'

HEBREW LEXICON

(CODED TO STRONG'S CONCORDANCE)

I. THE PURPOSE OF THE BOOK

The objective of this Lexicon is to provide for every serious Bible student a comprehensive understanding of each Hebrew/Chaldee word used in the Old Testament. This is done by often listing the origin and etymology of each word, by giving an accurate and full definition of it, and by illustrating applied definitions with references to various verses of Scripture in which it occurs.

II. A DESCRIPTION OF THE BOOK

Introductory Material

The book commences with 15 pages of introductory material such as the publisher's introduction, the preface and an address "to the student". To effectively use this lexicon, the student should be particularly familiar with pages v—viii as it contains important explanations.

A. The Lexicon

A lexicon is a dictionary. This particular dictionary is comprised of listing of Hebrew words written in Hebrew characters and arranged alphabetically according to the Hebrew alphabet. In previous editions this meant that only those with some knowledge of the Hebrew language could use this source. However, this new edition has an added feature that allows the student with no knowledge of Hebrew the privilege of utilizing it. This lexicon is now keyed to the Strong's Concordance. This means that the numbering system from the Hebrew dictionary in Strong's Concordance has been incorporated into this text making it possible for the non-Hebrew student to trace any English word in the Old Testament to its Hebrew equivalent in Strong's and then obtain a fuller analysis and definition of it in Gesenius'.

At the top of each page the first Hebrew word on that page is given in the left corner and the last word in the right corner. Just inside of these are their corresponding Strong's numbers. Down the outside columns the Strong's numbers are placed beside the appropriate Hebrew word. These numbers will not always be found in numerical order due to some listing differences between Strong and Gesenius. However, any breaks in the numerical sequence are noted with stars, footnotes and dots. Please read pages vii and viii for the full explanation of these and other symbols.

Immediately following each Hebrew word, the student will possibly find its gender (if it is a noun), its part of speech, its Syriac, Arabic or Greek equivalent, and/or its root or some other etymological information.

Following this are the definitions of the word. Verbs carry a primary or root definition which always occurs first and is printed in block letters. This distinguishes it from the secondary or applied definitions which follow and are

printed in italics. Nouns and other parts of speech are italicized and primary definitions are not emphasized.

This section includes pages 1 to 816.

B. Appendix

The book closes with two indexes. The first is a “Grammatical and Analytical Index” (pp. 877-884) which lists both noun and verb forms from an 1831 edition of Gesenius’ Hebrew Grammar. Following this is a much more usable English index (pp. 885-919) that can be used in locating the Hebrew equivalents of English words including even proper names.

III. HOW TO USE THE BOOK

For the non-Hebrew student, the use of this lexicon is intimately tied with that of the Strong’s Concordance. The student will have to use his Strong’s to find the number of the Hebrew word he desires to research. Then he may proceed to find that word in Gesenius’ and obtain the desired information.

NOTE: The New Brown-Driver-Briggs-Gesenius Hebrew-English Lexicon is based on the older edition of Gesenius. It follows basically the same format. However, page numbers to its various sections differ, as follows:

Introductory Material, pages xiii-xix

- A. The Lexicon, pages 1-1077
- B. The Lexicon-Biblical Aramaic, pages 1078-1118
- C. Indexes to All Editions, pages 1-58

GESENIUS' WORKSHOP

assignment #1

TOOLS NEEDED: A Strong's Concordance, a Gesenius' Hebrew Lexicon (keyed to Strong's) and a King James Version of the Bible.

ASSIGNMENT: Read the verses listed below. Look up each word listed in your Strong's to find the number of the corresponding Hebrew word and write it down. Also write down the English transliteration of the word. Using the Strong's number, look up the word in your Gesenius' Lexicon and answer the questions given. If you have any difficulty raise your hand and an instructor will assist you.

1. Proverbs 23:4 — **Labour**

- A. Strong's Number —
- B. Transliteration —

What is the primary definition? (write the full sentence definition)

What is the secondary definition?

Does this verse teach that it is wrong to work for gain? If not, then based on the definition of "labour", what does it mean?

2. Psalm 21:3,4 — **Preventest**

- A. Strong's Number —
- B. Transliteration —

What is the primary definition of this word?

How many definitions are there?

Write the full applied definition that relates to this passage.

What does this verse mean in the light of this information?

3. Joshua 1:14 — **Armed**

- A. Strong's Number —
- B. Transliteration —

What page is this word located on? (Note: It is slightly out of sequence.)

What does it mean?

Applying this to Joshua 1:12-15, what attitude were the Reubenites and Gadites to have toward helping their brethren?

GESENIUS' WORKSHOP

assignment # 2

TOOLS NEEDED: A Strong's Concordance, a new (coded) Gesenius' Lexicon, and a King James Version of the Bible.

ASSIGNMENT: Read the verses, listed below. Look up each word(s) listed in your Strong's to find the *number* of the corresponding Hebrew word, plus their *transliterations*, then *write them down*. Look up those numbers in Gesenius' Lexicon, then answer the questions given. If you have difficulty, raise your hand and an instructor will assist you.

1. PSALM 116: 5 — LORD, GOD

Which word can indicate plural unity in the Godhead?

Using Strong's concise Hebrew dictionary, from which simple verb did "Lord" (shown above) originate?

2. JUDGES 20:34 — SORE

What is the primary definition for this word?

Write out the applied definition for its use in Ge 48:1

Write out the applied definition for its use in Isa 29:13

3. DEUTERONOMY 7:7 — LOVE DEUTERONOMY 7:9 — LOVE

Write out the primary definitions for these two words.

Explain the differences in meaning according to the contexts in which each are put?

(PROPER NAMES AND CHARACTER REFERENCES)

- 4. GENESIS 11:22 NAHOR**
JEREMIAH 8:16 (SNORTING)
GENESIS 16:12 (WILD) FOR ISHMAEL.

Looking at both Strong's and Gesenius' dictionaries, what do these words tell us of the character of those named or referred to? What spiritual lessons can we draw from them.

What does the "onomatopoetic" reference mean in the article in Gesenius' for the word mentioned in Jeremiah 8:16. Look "onomatopoeia" up in a dictionary first if necessary, and refer to the transliteration of the Hebrew word.

Chapter Six

VINE'S EXPOSITORY DICTIONARY

I. THE PURPOSE OF THE BOOK

As an English dictionary of Greek words this book allows the person with no knowledge of Greek to discover the Greek words (and their definitions) that are translated by each English word in the King James' Version of the New Testament. This service, combined with its condensed format makes it a handy "quick-reference" tool for all Bible students.

One objective of this dictionary is to give simple, yet comprehensive, information concerning the origin, definition and use of the Greek words of the New Testament. Thus, it can be very helpful to the student involved in word studies.

As an *expository* dictionary, applied definitions are often given in relation to specific verses of Scripture. If a student is puzzled by a certain word in a verse he is studying he will possibly find a statement in Vine's concerning the meaning of that word in relation to that particular verse. This will provide valuable insight into the meaning of the verse being studied. Thus, this text can also be helpful in Bible exposition.

This book provides not only a listing of all the Greek words translated by one English word but also a listing of all English words used to translate each Greek word. This information will be helpful in breaking the translation barrier.

Acting as a Greek concordance this dictionary will often list all the references in the New Testament where a certain Greek word is used. When the references are too numerous, only those felt most important and representative have been included. This feature will on many cases eliminate the need to consult a Greek concordance.

II. A DESCRIPTION OF THE BOOK

Foreword and Preface

In these few pages are contained some general introductory and explanatory notes. The student will find here some interesting information illustrating the value of this text.

A. The Dictionary

This volume was originally published in four volumes, thus the page numberings are in four sequences. All the English words of the King James' New Testament are listed in alphabetical order. The alphabetical page headings allow the student quick access to the word he desires.

Each entry in the dictionary is headed by the word being considered along with some alternate forms (cf. page 11; ABILITY, ABLE). Under this title are given certain subtitles when there is more than one Greek word dealt with (e.g. on pages 11-13, A. NOUNS, B. VERBS, C. ADJECTIVES). These subtitles divide the Greek words according to their various forms. Each Greek word is given first in its transliterated form (e.g. page 11; 1. DUNAMIS), followed by its Greek spelling in parenthesis (δύναμις). The entry proceeds to give the word's basic definition, its origin, its applied definitions in different circumstances and references where it is

used in the New Testament. Some entries will include all the references in which that word occurs. In this case, the entry will be concluded with the following sign (§). At the close of the discussion of each Greek word all the other English words used to translate it are listed for further reference work (e.g. at the bottom of page 12; “see ENOUGH, SUFFICIENT”).

B. The Index

The book concludes with an index listing all the Greek words with their English translations.

III. HOW TO USE THE BOOK

The basic procedure to follow in using this book will be to choose a word out of the King James' New Testament, look it up in the dictionary and extract the needed information. If a word's meaning in a certain verse is desired, the student should scan the entry for that reference. For further study, the related words at the close of each entry can be pursued.

NOTE: Newer editions of Vine's also include some Hebrew helps.

Also the newer editions of Vine's including both Old and New Testament words are keyed to Strong's numbering system. This text is recommended to the student's library.

NOTE: The “*Theological Dictionary of the New Testament*” is another text of great value in the same field as Vine's Dictionary.

This volume is a one volume abridgement of the ten volume work by the same name; it is thus known affectionately as “LITTLE KITTEL”.

A purpose of the book is to provide the English reader with clearer understanding of the original meanings to the THEOLOGICALLY SIGNIFICANT Greek words of the New Testament.

This is done by discussing the “word's secular Greek background; its role in the Old Testament, both in the Hebrew and the Septuagint texts; its usage in such sources as Philo, Josephus, the pseudographical and rabbinical literature; and finally its varied uses in the New Testament and, where pertinent, in the Apostolic Fathers.” (p. vii).

However many of the contributors to this volume are from the Radical, Higher Critical, Neo-Orthodox School for Theology and some conclusions cannot be endorsed by author of this text.

VINE'S WORKSHOP

assignment #1

TOOLS NEEDED: Vine's Expository Dictionary of N.T. Words.

ASSIGNMENT: Locate the following words and their Greek counterpart(s) in the dictionary. Write all the transliterated forms next to the word. Pronounce the word to yourself and read its definition.

EXAMPLE:

obey — hupakoe, hupotage, hupakouo, peitho, peitharcheo,
apeitheo, hupekoos

1. **love** —

2. **hate** —

3. **patience** —

4. **peace** —

5. **heart** —

6. **mind** —

7. **renewing** —

8. **thanksgiving** —

9. **know** —

10. **disciple** —

VINE'S WORKSHOP

assignment #2

TOOLS NEEDED: A KJV Bible and Vine's Expository Dictionary.

ASSIGNMENT: Work through the following directions filling in the required information.

Your Vine's Expository Dictionary can be used to aid greatly your understanding not only of words and their meanings, but also of the meaning of many verses of Scripture. Look up each of the following verses of Scripture. Then give the following information about the word chosen out of each verse; (1) the transliteration, (2) the basic definition, (3) the applied definition and (4) what this information tells you about the meaning of that verse.

John 14:16 — **“comforter”**

- 1.
- 2.
- 3.
- 4.

II Timothy 4:8 — **“crown”**

- 1.
- 2.
- 3.
- 4.

I. Peter 1:7 — **“trial”**

- 1.
- 2.
- 3.
- 4.

Chapter Seven

OLD TESTAMENT WORD STUDIES

I. THE PURPOSE OF THE BOOK

This volume is an English dictionary of Hebrew words used in the KJV version of the O.T.; just as Vine's is for the Greek language in the N.T. It provides a tool for the person with no working knowledge of the Hebrew language.

A purpose of the book is to provide the English reader with clearer understanding of the original meanings to the Hebrew words translated by each English word. As English has many words, synonymous in meaning, so the Hebrew language also has different words that were translated into the same English word. This work takes each English word and lists the several Hebrew words from which it was translated. This feature provides the reader with the several aspects and emphasis found in each word he studies.

With the definitions of words, a language consists also of grammatical tenses in the usage of verbs; i.e. past, present, future. The book lists many of these tense distinctions for the interested student. This can help a person gain a greater understanding of time reference and emphasis in a given passage.

There are also times a word in the Hebrew language gains a somewhat different meaning when it is used with other words or in certain grammatical structures. This book notes some of these in the Lexicon sections on each word and helps explain wording that could seem awkward without this understanding.

A further purpose of this work is to provide a concordance listing of the Hebrew words. It was not made to give every listing for each Hebrew word, but the listings in which the words are translated to the English word in consideration. Where there are very few references, they are added into the explanatory paragraph of that word. Where there are more numerous listings they are given at the end of each English word section. Where there are far too many references to look at, the author has listed only those felt significant and worthwhile to the study.

The dual nature of this book as a dictionary and concordance makes it a valuable and easy to work with study aid. In many places it will give all that is sufficient for a student to use and gain a clear understanding of the area he is researching.

II. A DESCRIPTION OF THE BOOK

The Preface

In the preface is explained the purpose and development of this work. The author gives some history as to the creation of this final edition. Also, there are listings and explanations of the several Lexicographical works used in background work on the words.

A. The Sketch of the Construction of Hebrew

Here in a brief way are given the basics of the Hebrew grammar. It familiarizes the student with verb tenses and structures. It is helpful information for greater benefit of this volume as well as further study aids.

B. Lexicon and Concordance

This section takes each of the English words from the O.T., with the exception of proper names, and lists them in alphabetical order. Following each word are listed and defined the Hebrew words from which the English was translated. These Hebrew words are arranged numerically according to their sequence in the Hebrew alphabet. Each one is defined, and when important, extra textual information is given. Following the definitions is a listing of scriptural references using these Hebrew words and each is number coded to correspond with its related word.

C. The Index

The index lists all of the Hebrew words used in the text. Its purpose is to list the alternate English translations of that word. Each of the alternatives is number coded to show the frequency of that translation in the text. This section is very important to the diligent student. Upon looking at the corresponding sections for each of the alternative translations, a person may gain a wider understanding of meaning and greater listing of references.

III. HOW TO USE THE BOOK

The basic procedure to use the book is to choose a word out of the KJV Old Testament, look it up in the Lexicon section and extract what information is needed. If a certain verse is in question, check for its listing in the references and then read the section on its related Hebrew word. For further use, the alternate renderings for that Hebrew word can be found in the Index and each of these studied in their corresponding sections of the book.

OLD TESTAMENT WORD STUDIES WORKSHOP

TOOLS NEEDED: Old Testament Word Studies and KJV of the Bible.

ASSIGNMENT: Work through the following instructions. If there are any questions raise your hand and ask the teacher.

There are two basic uses for the Old Testament Word Study book:

1. To obtain a clearer definition of a singular word in a verse as found in the original language, and
2. Doing a topical study of an English word throughout the Old Testament.

These two functions will now be viewed in their respective order.

1. If a person reads through Isaiah 40:31 it says, "But they that wait upon the Lord shall renew their strength . . ." In doing this a person may ask what the word "wait" means. To find out turn in the Word Study book to the alphabetical listing of the word "wait", (this is found on page 470). Then look through the listings of scripture references at the end of the section and find Isaiah XI:31. Directly behind the listing is found the number "14a". The number "14" is the number of the corresponding Hebrew word that is used in this verse. The reader then goes to word "14" and reads, "to hope strongly, to trust, implying firmness and constancy of mind . . ." After reading through the section on this word the person will then have a clearer idea of what Isaiah meant by "waiting on the Lord" in this verse.

A. Do the above procedure for the word "learn" in Deuteronomy 4:10.

1. *Word number* —

2. *Definition* —

B. Do the above procedure for the word "bitter" in II Kings 14:26.

1. *Word number* —

2. *Definition* —

2. If a person desires to know the overall teaching of a word or topic in the O.T., the following procedure is to be followed. Choose the topic or word to be studied and turn to that corresponding section in the book. If for example the word picked was "accursed", the reader would turn to this section on page 5. In observing this section it is seen that there are two main Hebrew words translated "accursed". The reader then begins with word #1 and writes down its definition; "see destroy, Hiphil, to make devoted or accursed . . ." Following the definition one goes through the listing of scripture references and finds all those followed by the number 1, corresponding to the first Hebrew word in the section. These are then listed, looked up in the Bible, and any aspects of that topic found in the verse should be recorded.

Josh. 6:17
 6:18
 7:1 (All applicable facts and
 7:11 information should be recorded
 7:12 behind its respective verse.)
 7:13
 7:15
 22:20
 I Chr. 2:7

When this is completed, go on to the second Hebrew word. Write down the definition and then list all the references followed by a number 2. When all of the words have been worked through the study is completed. The reader then takes all his gathered facts and compiles them so as to see a total picture of how that word is used in the O.T.

Repeat the above procedure for the word "oath".

1. _____

A. *Definition* —

B. *Reference listings* —

2. _____

A. *Definition* —

B. *Reference listings* —

Chapter Eight

VINCENT'S WORD STUDIES

I. THE PURPOSE OF THE BOOK

Realizing that perfect translation is impossible and that much explanation is needed to transpose full meaning from one language to another, M. R. Vincent has produced this text. It was his aim to give to the non-Greek student the benefit of a knowledge of Greek applied to the New Testament. Using a commentary format he has given information concerning the background, definition and use of Greek words as well as providing insight into how the rules of grammar and syntax affect the meaning of Scripture. The student will find this tool to be helpful in word studies and especially whenever studying specific passages in the New Testament.

II. A DESCRIPTION OF THE BOOK

This work has been published in one, two, three and four volume editions, thus making a simple yet thorough description difficult. It is basically a lexical commentary in which key words and phrases of the New Testament are dealt with by chapter and verse.

The work begins with an excellent preface that deserves a careful reading, a list of authors and editions and a list of abbreviations.

The main body of the text follows, occupying over 1100 pages. The arrangement of this section may present some difficulty in that the books of the New Testament are not dealt with in their customary order but are arranged according to their author. Thus, their order is as follows:

Matthew	I John	Colossians
Mark	II John	Philemon
Luke	III John	I Thessalonians
Acts	Revelation	II Thessalonians
I Peter	Romans	Galatians
II Peter	I Corinthians	I Timothy
Jude	II Corinthians	II Timothy
James	Ephesians	Titus
John	Philippians	Hebrews

It should also be noted that there is an introductory section to each book which does not necessarily immediately precede it but may be found at the beginning of that group of books.

At the top of each page will be found the book and chapter being dealt with on that page. The numbers of the verses being dealt with on that page will be found in their appropriate place at the left-hand margin. Following the verse number and beginning each succeeding paragraph under it are the words or phrases from the KJV text being considered. In the four-volume edition these are in bold print while in the condensed editions they are in italics. Next in the listing appears the Greek word(s) in parenthesis

followed by whatever information the author felt would be valuable to the student. It should be noted that not every word nor every verse is dealt with and often the student will be referred to another passage in the book.

This work closes with varying sections, including indexes and footnotes, depending on the edition.

III. HOW TO USE THE BOOK

This work can only be used in connection with the New Testament. The process is simply that of choosing a text in the New Testament and locating it in Vincent's.

VINCENT'S WORKSHOP

TOOLS NEEDED: Volume I of Vincent's Word Studies and a King James' Version of the Bible.

ASSIGNMENT: Using your Vincent's Word Studies research and record the main ideas that you discover on the following passages of Scripture.

Matthew 7:3 —

Matthew 26:15 —

II Peter 1:9 —

Luke 10:4 —

Chapter Nine

CONCORDANT LITERAL NEW TESTAMENT WITH KEY WORD CONCORDANCE

INTRODUCTION:

There are a number of translations of the Scriptures which students may add to their library, especially translations of the Greek New Testament. Of course, every translation of the Scriptures falls short of perfection, owing to our finite understanding, our faulty opinion as to the meanings of words in ancient languages, in which the inspired Scriptures were written. Also, translations need to be checked out as to their theological basis for some modern translations alter some of the major evangelical and redemptive truths.

However, the *Concordant Literal New Testament* is a unique translation with its additional Keyword Concordance and other Supplements. Hence its recommendation to the student as an excellent tool in Bible Research.

I. THE PURPOSE OF THE BOOK (Its Value and Use)

The word “concordant” means “agreeing, correspondent, harmonious, consonant” (Webster’s Dictionary).

From the Introduction we quote the following: “It was the purpose of the compiler to make a translation that agreed as closely as possible to the original language of the Scriptures, and yet also one that was presented in readable English. The concordant method of translation clearly recognizes the importance of the vocabulary of Scripture, keeping distinct the well-chosen words used by God in His revelation of truth. Though absolute consistency cannot be achieved in the making of a readable English translation, the *Concordant Literal New Testament*, by being ‘harmonious’ with the original, keeps to a minimum of confusion resulting from translating different Greek words with the same English word.”

An example of this is seen in the Greek words (verbs) for *love*. i.e., *phileo* and *agapao*. Where the Greek word is used it is consistently or concordantly translated with the same English word all the way through the New Testament. Thus “*phileo*” is concordantly rendered “*be fond*” (with the idiomatic variants “*kiss*” and “*friend*”), and “*agapao*” is rendered “*love*” (with the alternate “*beloved*”). Generally speaking then, in this Version each English word does exclusive duty for a single Greek word.

Also, the Concordant Version is literal in the sense that it follows the word order and sentence structure of the early Greek MSS *more* than do most other translations. It is only changed when the sentence structure needs to be changed to achieve acceptable English. It is a “gold mine” in itself!

II. A DESCRIPTION OF THE BOOK (Its Design and Parts)

The Concordant Literal New Testament consists of the following parts:

A. Cover Pages

The inside cover pages provide informational lists of Abbreviation Keys, Symbols, Manuscripts, Figures of Speech and Abbreviations of the Old and New Testament Books.

B. Table of Contents

C. Introduction

The introduction covers the purpose of the book which has already been noted and adapted for the purpose of the use of this tool for research.

D. Concordant Literal New Testament

Pages 9-604 comprize the Concordant Literal New Testament translation, following as close as possible the word order and sentence structure (Greek syntax) of the Greek MSS, only changing such when necessary to make acceptable English.

E. Explanatory Information

Pages 603-624 provide the following information:

1. **Instruction for Use** — These pages explain the significance of the boldface and lightface type, how the verb functions are shown and the signs and abbreviations used in the translation.
2. **The Concordant Translation** explains the Divine use of words to transfer His thoughts to mankind, and the importance of pure and sound words in any work of translation.
3. **The Use of Concordances**, including Strong's, Young's, The New Englishman's Greek Concordance (Wigram) is noted in aiding one in their study and use of the KJV of the Bible.

The Concordant method is explained as to Vocabulary Standards, Grammatical Standards, Capitalization, Compilization of the Concordant Greek text, as well as the Analytical Concordance and the various Editions of the Concordant Version.

F. Keyword Concordance

There are 339 pages devoted to the Keyword Concordance. The Greek words, along with the English words are listed in alphabetical order, having definition, followed by a brief quote and then references of all the verses that this particular word is used. Consistency is maintained.

Also, generally speaking, after all the Scriptures references and notes, the way and number of times this word is translated in the KJV is given.

EXAMPLE: — Page 14, *anathema*

1. **Greek Transliteration** — ANA'THE'MA
2. **DEFINITION** — Up-Place
3. **English** — Anathema
4. **Explanation** — Originally used of a person, who, because of some public calamity, was devoted as an expiatory sacrifice to the gods.

5. **Scripture References & Brief Quote —**

Jews anathematize themselves — Acts 23:14

Paul from Christ — Romans 9:3

No one is saying Jesus is — I Corinthians 12:3

Let him be a (one not fond of the Lord) — I Corinthians 16:22

One bringing another Gospel — Galatians 1:8, 9

6. **Ways and Number of Times translated in the KJV of the Bible**

* accursed — 4

* anathema — 1

* great curse — 1

(Note page 41, #331 *anathema* in the N.E. Greek Concordance which confirms the above).

III. **HOW TO USE THE BOOK**

In order to obtain the best use of the book, it would be necessary to read it, as one would read any other sound translation. When a particular word, or passage requires a fuller understanding, then turn to the Keyword Concordance and discover the definition and use of that word in the New Testament, as one would in the use of other Concordances.

Along with Strong's, N.E. Greek Concordance, Thayer's Lexicon, Vine's Expository Dictionary, etc., the Concordant Literal New Testament, with its Keyword Concordance is a veritable "goldmine" of truth.

CONCORDANT LITERAL NEW TESTAMENT WORKSHOP

TOOLS NEEDED: Concordant Literal New Testament, N.E. Greek Concordance, Vine's Expository Dictionary and a King James Version of the Bible.

ASSIGNMENT: Work through the following directions using the above tools in connection with the Concordant Literal New Testament. If help is required, raise your hand and the instructor will assist you.

- A. Read and write out fully I Corinthians 9:17 from the King James Bible, noting the word "dispensation" in the verse.
- B. Read and write out in full the same verse from the Concordant Literal New Testament.
- C. What word is used instead of "dispensation" in the Concordant Literal New Testament?
- D. Turn now to the Concordant Keyword Concordance to this word and follow the procedure as in the EXAMPLE provided under section F in Description of the Book.

1. **Greek Transliteration** —

2. **Definition** —

3. **English** (boldface type) —

4. **Explanation** —

5. Scripture References —

6. Ways and Number of Times Translated in the KJV of the Bible —

- E. Check this same word in the N.E. Greek Concordance and check the references with the Concordant Literal New Testament Keyword Concordance.

- F. Check the word “*dispensation*” in Vine’s Expository Dictionary and write out the portion of his comments on the Ephesians 3:9 verse dealing with the varying MSS on the word “*fellowship*”.

NOTE: — By use of these tools together, the student should come to a clearer understanding of this Greek word.

Chapter Ten

NAVE'S TOPICAL BIBLE

I. THE PURPOSE OF THE BOOK

The purpose of this book is to bring together in cyclopedic form and under familiar headings all that the Bible contains on particular subjects. This was done by analyzing topically every verse and passage in the Bible and then by grouping under suitable headings all the Scriptures relative to the subjects found in the analysis.

The value of this book is that it removes the difficulty involved in finding all that the Bible has to say on any given subject. It may be used as: a commentary of Scripture upon Scripture, a dictionary of names and places, a book of illustrations of most any Biblical truth, a source of unlimited cross-references to any verse, and a topical arrangement of Bible readings. It is obviously of great value in doing topical studies also.

II. A DESCRIPTION OF THE BOOK

The Preface

In this portion of the book the author sets forth his purpose, his method, the advantages of his method, his sources (KJV and RV), and his acknowledgements. Here he explains his cross-reference system, his sub-topics and his index.

A. The List of Abbreviations

In this section the author mentions the various abbreviations that he will be using throughout the book to save time and space. Particular attention should be paid to the version and directional abbreviations which are found at the head and foot of the list respectively.

B. The Topical Bible

This comprises the bulk of the book covering nearly 1500 pages. In this section are listed alphabetically the persons, places, significant words and subjects of the Bible. At the top of each page will be found the subject(s) which begins and ends that page.

The heading for each topical entry will be found in bold capitalized print. Following this will be a listing of all the Scriptures relative to that subject which are normally classified into sub-topics. Often the Scriptures will be quoted in their entirety. If not they will generally be accompanied by a word or phrase explaining their contents. Most entries will conclude with a list of other related headings in which the student may continue his studies. Important differences in the Revised Version are noted throughout the text.

C. The Index

Though omitted in some editions, the last section of this book is a 150 page index showing the pages and columns in which each verse of Scripture occurs in this work. In that many verses are classified under numerous headings, the student can easily locate them with this index.

To facilitate such an exhaustive work, the author has used several special markings. Particular attention should be paid to the introduction to the index prior to using it effectively.

III. HOW TO USE THE BOOK

This book is arranged in alphabetical order, and hence, is very simple to use. If you know the general subject that you desire to investigate simply use Nave's in a dictionary fashion. If you do not find the word you desire, try to think of a synonym for the word. To make your study more complete be sure to investigate the suggested related topics at the end of each entry. If you are interested in expounding a given verse of Scripture, begin at the index and refer to all of the references to the passage in question and read all the accompanying Scriptures.

NAVE'S WORKSHOP

TOOLS NEEDED: Nave's Topical Bible.

ASSIGNMENT: Look up the following topics in Nave's and answer the accompanying questions.

1. RISING EARLY

- a. *On what page is this subject found?*
- b. *List the various subheadings under which the Scripture references relating to this topic are classified.*
 - (1)
 - (2)
 - (3)
 - (4)
 - (5)
- c. *To what other entries does this entry direct you and on what pages are they found?*
- d. *How many new topics does this second entry suggest?*

2. JESUS, THE CHRIST

- a. *How many pages does this listing cover?*
- b. *How many sub-topics are there?*
- c. *On what page is the coming of Christ dealt with?*

3. SHEMAIAH

- a. *How many men in Scripture were called by this name?*
- b. *Which seems to be most prominent in the Bible?*

4. JERICHO

- a. *Where was the city located?*
- b. *What important events took place there?*

5. NAMES AND TITLES OF THE CHURCH

- a. *Under what heading and on what page(s) can this information be found?*
- b. *List the first alternate name mentioned and the last entry with the Scripture verses that include this title.*

Chapter Eleven

OXFORD BIBLE ATLAS

I. THE PURPOSE OF THE BOOK

The purpose of this atlas is to provide the student with a basic understanding of the historical and geographical setting of Scripture. The maps are provided to allow the student to locate places visually as well as to discover information relevant to them such as: terrain, vegetation, rainfall, related distances, etc. The text accompanying the maps relates them to the Biblical data, the historical background and the findings of archaeology. Thus, this book is an essential tool in doing “place studies” and may be used in the following ways.

- A. The book may be used with any source making reference to Bible places (e.g. the *Bible*, *I.S.B.E.*, *Strong's Concordance*, commentaries, books on archaeology, history, etc.)
- B. It may also be studied by itself as a brief survey of Biblical history and geography.
- C. It may be used as a quick reference source by one careful reading of the Foreword and one survey of the Table of Contents. Thereafter, each place researched may be looked up in the Gazetteer and followed through to map and text.

II. A DESCRIPTION OF THE BOOK

Foreword

The atlas commences with a foreword, table of contents, and a list of abbreviations. These are helpful in familiarizing the student with the book.

Introduction

The introduction consists of a 39 page article entitled, “Israel and The Nations”. This provides the student with a comprehensive geographical and historical background. Included are chronological charts and illustrations relevant to the text.

A. Maps and Descriptive Text

This section is the heart of the atlas covering pages 48 to 98. It is divided as follows:

1. **Physical Maps** — showing natural regions, vegetation, rainfall and terrain (p.48-53).
2. **Historical Maps** — illustrating Bible lands in specific periods of Bible history (p.54-91).
3. **Archaeological Maps** — indicating near Eastern and Palestinian archaeological sites (p. 92-98).

B. Archaeology and the Bible

This is an elementary article on archaeology which aids the student's understanding of the importance and application of archaeological information. It covers pages 99 to 119.

Gazetteer

This section is preceded by notes explaining the procedures followed in the Gazetteer and giving the list of abbreviations followed. The Gazetteer proper lists the names of places or regions, the page or pages upon which they may be found in the atlas and where specifically they may be found on the maps listed. This is a valuable help which can save the student much time in using this atlas.

III. HOW TO USE THE BOOK

As mentioned previously this book may be studied for itself as a survey of Biblical history and geography. However, its primary use will most likely be to supplement the student's research. Whenever the location and basic information concerning a place is needed the student may turn to the Gazetteer and from there conveniently find the map suitable to his needs.

NOTE: This work like many should be used with the understanding that some information in the text, such as dates, tends to follow the opinions of liberal scholars and should not necessarily be assumed to be accurate. This fact in no way nullifies the validity of most of the information given, particularly, that referring to geographical description.

ATLAS WORKSHOP

assignment #1

TOOLS NEEDED: An Oxford Bible Atlas and a King James Version of the Bible.

ASSIGNMENT: Answer the following questions by referring to the physical maps on pages 49 to 51 of your Atlas. If you have any difficulties, raise your hand and an instructor will assist you.

A. Natural Regions (p.49)

1. *What is the tallest mountain in Palestine?*

What is its elevation?

How much taller is it than the other mountains?

(When you have answered these questions, read Psalms 133:3 and Song 4:8.)

2. *What is the elevation of Jerusalem?*

What is the elevation of Jericho?

What is the distance between them?

How does this affect your understanding of Luke 10:30?

B. Vegetation (p.50)

1. *Is there more forest or desert in Palestine?*

How does this affect your understanding of the phrase "under every green tree" in II Kings 17:9-12?

2. *What is the predominant type of vegetation in the hill country of Ephraim?*

How does this affect your understanding of II Samuel 18:6-9?

C. Rainfall (p.51)

1. *Which part of Palestine has the most rainfall?*

Which part has the least?

2. *Compare the rainfall of the Plain of Sharon with that of the wilderness of Judah. How then is Isaiah 33:9 a judgment from God?*

PALESTINE



ATLAS WORKSHOP

assignment #2

TOOLS NEEDED: An Oxford Bible Atlas and a King James Version of the Bible.

ASSIGNMENT: Work through the following directions using the historical maps on pages 54 to 91. If you have any difficulties raise your hand and an instructor will assist you.

A. Answer the following questions using your Bible and the maps and gazetteer in your atlas.

1. *How far did Elijah run in I Kings 18:41-46? (Mt Carmel to Jezreel).*

What was the distance of his journey in I Kings 19:3?

While fasting 40 days how far did he travel in I Kings 19:7, 8?

2. *In the light of Jephthah's rejection, what is significant about the location of Tob? (Judges 11:1-3).*

B. Using your Gazetteer, locate the 16 places mentioned in Acts 2:9-11.

C. Write in the following places on the map on the following page.

Areas	Cities	Bodies of Water
<i>Judah</i>	<i>Jerusalem</i>	<i>Dead Sea</i>
<i>Israel</i>	<i>Beersheba</i>	<i>Sea of Galilee</i>
<i>Philistia</i>	<i>Dan</i>	<i>Mediterranean Sea</i>
<i>Amalek</i>	<i>Bethel</i>	<i>Jordan River</i>
<i>Ammon</i>	<i>Shechem</i>	
<i>Moab</i>	<i>Bethlehem</i>	
<i>Edom</i>	<i>Nazareth</i>	
<i>Galilee</i>	<i>Caesarea</i>	
<i>Decapolis</i>	<i>Capernaum</i>	
<i>Samaria</i>		

PALESTINE



Chapter Twelve

THE NEW BIBLE DICTIONARY

I. THE PURPOSE OF THE BOOK

The aim of this book is to provide the student with a concise summary of as wide a range of Bible subjects as possible in one volume. It is not meant to be exhaustive in its treatment of subjects, but rather briefly informative in providing a synopsis of each subject. It is especially helpful when studying persons, places, or things as well as books of the Bible and various doctrines. Perhaps its greatest value is derived from its conciseness.

II. A DESCRIPTION OF THE BOOK

Introductory Pages

The first few pages of the book include a preface, a table of contents, some explanations, a list of contributors, and a list of abbreviations.

A. The Dictionary

This is the bulk of the book covering 1361 pages. Here most of Biblical and related subjects are listed in alphabetical order to facilitate easy reference. The subjects range from people and places, the geography, history, customs and culture of the Bible lands and times, to clear studies on the great doctrines of the Christian faith, such as Justification, Salvation, Revelation, Inspiration and Holiness. Introductions to each book of the Bible are given. Architecture, styles of dress, plants, birds and animals are included in the many topics, these being illuminated with drawings, charts, maps and photographic illustrations.

B. Indexes and Maps

The text concludes with a list of ancient writers referred to, indexes to the drawings and illustrations and 17 colored maps.

III. HOW TO USE THE BOOK

The Bible Dictionary should be among the first sources that a student refers to when studying any Bible subject. He will find here a concise treatment of the subject that will not only provide him with a general “over-all” view of the subject but that also will suggest further avenues of research. The alphabetical arrangement simplifies the use of this text considerably. If a student cannot find his subject, he should think of some synonyms for it and pursue them. Often at the end of an entry the student will be referred to related subjects that will help expand his understanding.

BIBLE DICTIONARY WORKSHOP

TOOLS NEEDED: New Bible Dictionary, or Unger's and a King James Version of the Bible.

ASSIGNMENT: Work through the following directions. If you have any difficulty, raise your hand and an instructor will assist you.

1. **AN OBJECT** — crown — I Corinthians 9:24-27.

What kinds of crowns are referred to in Scripture? What was the crown figurative of?

What light does this shed on the meaning of I Corinthians 9:25?

2. **A PERSON** — Stephen — Acts 6,7

Who was Stephen?

Why was he arrested?

What was unusual about his martyrdom?

3. **A PLACE** — Bethel — Amos 5:5

How was Bethel associated with both true and false worship?

What does this name mean?

4. **A DOCTRINE** — Forgiveness

Write a summary of the Biblical teaching concerning forgiveness.

Chapter Thirteen

THE INTERNATIONAL STANDARD BIBLE ENCYCLOPAEDIA

I. THE PURPOSE OF THE SET

The purpose of this set of books is to give the student basic information on a great number of Bible and Bible-related subjects. People, places, plants, animals, customs, climate, theological concepts, languages and historical sketches of nations may be found among the topics discussed. The encyclopaedia goes even to the extent of including all the distinctly significant words used in Scripture. It brings together in one organized set a wide-range of scholarship on a great variety of Bible subjects, thus making it very useful to the student for most any type of Bible study.

II. A DESCRIPTION OF THE SET

There has been more than one edition of this five-volume set published, but there is very little difference between them, thus we will deal with the material common to all.

Introductory Pages

This set commences with a preface containing noteworthy introductory material, a list of abbreviations and some helps to English, Hebrew and Greek pronunciation. These pages should be studied to render the use of these volumes more effective.

A. The Encyclopaedia

This is the main body of the work comprising 3159 pages of well-organized information. The articles are arranged alphabetically for quick reference and page headings speed the process of location. The title of the article is listed in bold capitals, the main divisions in bold italics, the sub-divisions in cut-in headings and further sub-divisions in plain numerals and letters. This work has a good system of cross-references allowing the student to extend his research into related subjects.

B. The Indexes

More than half of the last volume is composed of seven indexes (five in some editions). They include: an index of contributors, a general index of subjects, an index of Scripture references, indexes of Hebrew and Greek words and optional indexes of illustrations and maps. If the student familiarizes himself with these, they will prove to be of great benefit to his studies.

III. HOW TO USE THE SET

There are a wide range of possibilities as to when the student will find this set helpful. This is a good set to consult when studying most any topic. Subjects are easy to locate and are well-divided so that not much time need be wasted in getting to a specific desired point. If the student is studying a specific verse or word, he may use the indexes to gain helpful information.

ISBE WORKSHOP

TOOLS NEEDED: Volumes I and V of the International Standard Encyclopaedia and a King James Version of the Bible.

ASSIGNMENT: Work through the following directions. If you have any difficulty, raise your hand and an instructor will assist you.

1. **AN OBJECT** — Armour — Ephesians 6:11-17

Which parts of the armour in Ephesians 6:11-17 are mentioned in the Encyclopaedia?

2. **A WORD** — Advocate — I John 2:1

Using your index list the four articles (and page numbers) that relate to this word.

Look up the word advocate and explain its meaning in I John 2:1.

3. **A PERSON** — Ahab

What does his name mean?

What were his sins?

How did he die?

4. **A PLACE** — Baca — Psalm 84:5-7

After reading the article on Baca in ISBE explain the meaning of Psalm 84:6.

5. **A DOCTRINE** — Baptism

How many articles on Baptism are there?

What views do they represent?

List the other articles that have the word baptism in their titles.

Chapter Fourteen

MANNERS AND CUSTOMS

I. THE PURPOSE OF THE BOOK

In that the Bible was written in an Oriental cultural context there are many hindrances to the western mind being able to fully understand many portions of it. Thus, the purpose of this book is to remove those hindrances by shedding light on the culture of Scripture. As a "Dictionary of things," it is designed to illustrate the Bible by explaining the customs to which it refers. Because of its Scripture text arrangement, it is a good quick-reference tool to use when needing cultural insight.

II. A DESCRIPTION OF THE BOOK

Introductory Page

The first twelve pages of the book are introductory and include a preface, a list of authorities and a list of engravings.

A. Handbook of Bible Manners and Customs

This section comprises the main body of the book covering about 460 pages. There are 893 Scriptural texts that are specifically dealt with. Each is numbered and it is arranged in the order in which it appears in Scripture (Genesis 4:20-21, being the first entry and Revelation 19:12 being the last). On each page, the book being dealt with is listed beside each number. At the beginning of each entry, the Scripture being dealt with is quoted. An explanation of the custom involved follows, accompanied often by cross-references and illustrations.

B. Indexes

The book concludes with these indexes; an analytical index in which all the numbered customs are categorized, a textual index in which all the portions of Scripture referred to in the book are listed and a topical index in which subjects are listed alphabetically.

III. HOW TO USE THE BOOK

This book is very simple to use. If you know the Scripture reference with which you desire help, you can either open to the section in the book that deals with that portion of Scripture, or you can look in the Scripture index in the back of the book under the verse in question. If this verse in question is not listed in the Scripture index, it is not discussed in the book.

If on the other hand you are doing a topical study, it would be helpful to make use of the analytical and topical indexes provided. All of the indexes will point you to the number of the entry in the book (not the page number).

MANNERS AND CUSTOMS

WORKSHOP

TOOLS NEEDED: Manners and Customs of the Bible and a King James Version of the Bible.

ASSIGNMENT: Follow the specific instructions for each section and fill in the desired information.

I. Using the *Scripture Index*, look up the following Scriptures and

- (1) Write out the verse in full.
- (2) List the entry number(s) relating to that verse.
- (3) Summarize the insight that you gain from your research.

A. LUKE 18:25

- (1)
- (2)
- (3)

B. MATTHEW 23:5

- (1)
- (2)
- (3)

C. GENESIS 37:24

- (1)
- (2)
- (3)

II. Using the *Topical Index*, look up the following Scriptures and

- (1) List the number of the entry or entries.
- (2) Read the entire entry.
- (3) List all of the verses which are mentioned in this entry.
- (4) Read all of these verses that you have listed.

A. SAWING ASUNDER

B. MILLSTONES

C. SWADDLING CLOTHES (See: Clothes, Swaddling)

Chapter Fifteen

THEOLOGICAL WORDBOOK OF THE OLD TESTAMENT

(Harris, Archer, Waltke)

Moody Press

I. THE PURPOSE OF THE BOOK

The objective of this lexicon is to provide for every serious Bible student a comprehensive understanding of important Hebrew/Chaldee words used in the Old Testament. This is done by often listing the origin and etymology of each word, by giving an accurate and full definition of it, and by illustrating applied definitions with references to various verses of Scripture in which it occurs.

II. A DESCRIPTION OF THE BOOK

Introductory Material

The work comprises two volumes, but with consecutive page numbering. Both commence with an Introduction (pp. iii-v) stating the aim and limitations of the work. Pages vii-viii list the forty-six contributors to the work and the initials by which their contribution is identified in the main body of the lexicon.

“SUGGESTIONS FOR USE”, (pp. ix-xiii) is probably only of interest to Hebrew students. “ABBREVIATIONS” (pp. xv-xvii) however, will need consultation frequently.

A. The Lexicon

A lexicon is a dictionary. This particular dictionary is comprised of listing of Hebrew words in Hebrew alphabetical order, two volumes (pp. 3-982) followed by a listing of Aramaic words in Aramaic alphabetic order (pp. 989-1086).

In the Index (Vol. II, pp. 1087-1124), it will be found that this lexicon is keyed to the Strong's Concordance. This means that the numbering system from the Hebrew/Chaldee in Strong's Concordance has been incorporated into this text making it possible for the non-Hebrew student to trace any English word in the Old Testament to its Hebrew/Chaldee equivalent in Strong's and then obtain a fuller analysis and definition of it in T.W.O.T.

At the top of each double page the first Hebrew word on that page is given in the left corner and the last word in the right corner. Just preceding these are their corresponding T.W.O.T. numbers.

The entry studies the word from the viewpoint of Biblical usage, etymological background, comparison with cognate languages, translation in the ancient versions, synonyms, antonyms and theological significance. Also, some consideration is given to words in difficult passages.

The Wordbook collects related words and defines nouns, adjectives and so on, together with the root from which they are derived.

B. Index

For the non-Hebrew student, the most important aspect of the work is pp. 1087-1124. Page 1087 should be thoroughly digested before using this Wordbook and its instructions followed exactly.

III. HOW TO USE THE BOOK (refer p. 1087)

For the non-Hebrew student, the use of this lexicon is intimately tied with that of the Strong's Concordance.

The student will follow this procedure in his use of the Theological Wordbook of the Old Testament.

- * Find the word he desires to research and its dictionary number in Strong's Concordance.
- * Then proceed to the Index of the Theological Wordbook of the Old Testament (pp. 1087-1124) and find Strong's corresponding number.
- * Once the Strong's number is located, then right opposite is the number of the Theological Wordbook of the Old Testament providing the information for the particular word under research.

Example:

- * The word to study: *Ephod* (Exodus 25:7).
Strong's Dictionary number: S.C. 646.
- * Index, page 1090 and Strong's corresponding number 646.
- * TWOT number right opposite Strong's 646 is 142.la.

Now turn to TWOT 142 la (page 63) and study the provided information for your word research.

THEOLOGICAL WORDBOOK OF OLD TESTAMENT WORKSHOP

TOOLS NEEDED: Strong's Concordance, Gesenius (or New Brown-Driver-Briggs), T.W.O.T., New Englishman's Hebrew Concordance, and a King James Version of the Bible.

ASSIGNMENT: Look up in Strong's the Hebrew word for "perfect" in the verse below. Then apply the proper information under each book below. Using your Hebrew Concordance look up in your Bible every usage of that Hebrew word in the Old Testament. In the columns below write down the references, the ways it is used in those passages, and its topical significance in each passage.

Scripture Reference and word. Job 11:7 — "perfection"

STAGE ONE — Definition

Strong's

- A. Dictionary number —
- B Transliteration —
- C. Etymology —
- D. Definition —
- E. Ways translated —

GESENIUS

Definition and Information

T.W.O.T.

Dictionary Number and Information

STAGE TWO — Scripture Analysis

Using Englishman's Hebrew/Concordance

Scripture Reference	Observation — Usage in Passage Brief Verse Quote	Interpretation — Topical Significance Insights

STAGE THREE — Organization

Using these questions as a guideline, categorize the Scriptures in relation to the word “perfection”

What is perfection?

A.

B.

C.

Who is in perfection?

A.

B.

C.

What are the objects of perfection?

A. Natural

B. Spiritual