



**Course Schedule**

<b>Date</b>	<b>Day</b>	<b>Lesson</b>	<b>Teacher</b>
4/14	Sun	<b>1. Introduction</b>	Marty
4/17	Wed	<b>2. Hebrew Poetry</b>	Mason
4/21	Sun	<b>3. Obtaining Wisdom</b>	Mason
4/24	Wed	<b>4. Defining Wisdom – part 1</b>	Marty
6 4/28	Sun	<b>Defining Wisdom – part 2</b>	Marty
5/1	Wed	<b>5. Motivation for Wise Living</b>	Mason
5/5		<b>(no class)</b>	
5/8	Wed	<b>6. Life &amp; Death</b>	Mason
5/12	Sun	<b>7. Parents &amp; Children</b>	Marty
5/15	Wed	<b>8. Speech</b>	Mason
5/19	Sun	<b>9. Wives, Husbands, &amp; Harlots</b>	Marty
5/22	Wed	<b>10. Idleness, Drunkenness, &amp; Gluttony</b>	Marty
6/2	Sun	<b>11. Limitations of Wisdom</b>	Marty
6/5	Wed	<b>12. Review</b>	Marty

## Proverbs Course Lessons & Objectives

### 1. Introduction

Goal:

- Show the role that Proverbs plays in Old Testament revelation.
- Give an overview of the book's contents.

Objectives (Be able to):

- Name three major types of revelation in the Old Testament.
- Name at least two unique characteristics of the book of Proverbs.

### 2. Hebrew Poetry

Goal:

- Identify & illustrate literary devices used in Hebrew poetry (especially parallelism).

Objectives:

- Identify four types of parallelism.
- Identify and illustrate the use of imagery and personification.

### 3. Obtaining Wisdom

Goal:

- Demonstrate that all wisdom, which may come to us in many ways, originates with God.
- Begin to define and explain the terms "wisdom" and "foolishness."

Objectives:

- List at least five sources of wisdom.
- Explain how God is the originator of all wisdom.

### 4. Defining Wisdom

Goal:

- Settle on a specific definition for wisdom by showing its origin and fruits.
- Contrast clearly the wise man and the fool.

Objectives:

- List qualities of the wise man.
- Explain how the fear of God produces wisdom.
- Explain how wisdom produces the fear of God.
- List several ways in which we all act foolishly at times.

### 5. Motivation for Wise Living

Goal:

- Show the many rewards for wise living.
- Show that the physical blessings are not the most significant motivation for wise living — that the knowledge of God and His presence is the real motivator.

Objectives:

- List at least five rewards for wise living.
- Tell what Proverbs teaches about life after death.
- Explain why living wisely with respect to the world is the same as living wisely with respect to God.

### 6. Life & Death

Goal:

- Explain the use of the terms "way of life" and "way of death."
- Show that it is to this quality of living that the Proverbs is directing us.

Objectives:

- List at least three things that are more important in life than great wealth.
- List at least two disadvantages to great wealth.
- List at least five qualities of the "way of life."

## **7. Parents & Children**

Goal:

- Explain the process of “gaining wisdom” during childhood.
- Show that real maturity (wise-son) is shown by an eagerness to learn and a willingness to listen, rather than independence from guidance.

Objectives:

- List the different stages in the process of gaining wisdom.
- List the responsibilities a child has to his parents.
- State a simple test to measure maturity.

## **8. Speech**

Goal:

- Show how use of the tongue may be “life” or “death.”
- Show that control of the heart is the key to control of the tongue.

Objectives:

- List four misuses of the tongue.
- List four characteristics of proper speech.

## **9. Wives, Husbands & Harlots**

Goal:

- Emphasize the elevated position that women hold in the Proverbs.
- Contrast a proper and improper relationship between men and women.

Objectives:

- List three possible effects of a wife’s character on her household and husband.
- List the three areas of service she performs.

## **10. Idleness, Drunkenness & Gluttony**

Goal:

- Understand the nature of problems resulting from a lack of self-control.

Objectives:

- List the things which seem to have rule over the sluggard, drunkard, and glutton.
- List three things that the sluggard, drunkard, and glutton have in common.

## **11. Limitations of Wisdom**

Goal:

- Show that a man’s wisdom, even when guided by Proverbs, still does not answer all of his questions or produce a perfect world.
- Show that there is a lesson to be learned from this incompleteness and imperfection.

Objectives:

- List five things about the world that indicate its imperfection.
- Give four examples of wisdom and/or grandeur from the animal world.

## **12. Review**

## 0. Proverbs Pretest

Indicate whether each statement is true or false.

1. The Proverbs deal primarily with turning from false religions to the true God.
2. Many Proverbs are Messianic.
3. The Proverbs often mention ordinary things — simply describing the way the world is.
4. The Proverbs are written almost exclusively in couplets of thought.
5. The Proverbs make extensive use of rhyme and rhyming schemes.
6. “Antithesis” means restatement of a principle from an opposite viewpoint.
7. The repeating of words is sometimes used in Hebrew poetry for emphasis.
8. The wise man realizes that the only source of wisdom is God’s word.
9. All wisdom originates with God.
10. Reproof of a wise man is never necessary.
11. The wise man is known by his ready answer to every question.
12. The fool is known by his stupid look and inability to express himself.
13. Riches and popularity are the primary rewards of wise living mentioned in the Proverbs.
14. The Proverbs have much to say about a hope for a life after death.
15. “Life & Death” in the Proverbs often refer to quality of life rather than actual living or dying.
16. The Proverbs picture God as very distant from the hearts and affairs of men.
17. The real reward for wisdom is that we can live, as much as is possible, in harmony with God and His creation.
18. Maturity means independence from anyone’s guidance, especially one’s parents.
19. The behavior of a child has a great effect on his parents’ emotions.
20. In Proverbs, controlling one’s speech is described as a difficult thing to do.
21. The Proverbs mention only the improper uses of the tongue.
22. In Proverbs, the wife gets more credit/blame for a happy/unhappy marriage.
23. The worthy woman is pictured as doing many things outside the home solely for her own fulfillment or enjoyment.
24. The core of the problem with the sluggard, drunkard, and glutton is that society has mistreated them until they can’t help what they do.
25. Wisdom, in the ideal, answers all of our questions.
26. Even though we believe the world is ordered by God’s wisdom, it is still imperfect and often bewildering to us.

## Lesson 1 – Introduction to the Proverbs

### A. *The Role of the Proverbs in Old Testament Revelation*

1. During what period of Israel's history were the Proverbs written?
2. What do the following three passages have in common? What makes them different?
  - Exodus 20:14
  - Proverbs 6:32
  - Jeremiah 5:7–9
3. Read Jeremiah 18:18 and Ezekiel 7:26. From these verses, identify three types of messengers to God's people along with the type of instruction that each gives.
4. Briefly scan the book of Proverbs. Characterize its subject matter, form, & organization.
5. Compare and contrast the general message of Proverbs to Ecclesiastes and Book of Job.

### B. *Organization of the Book of Proverbs*

Summarize the contents of each section of Proverbs listed below.

- 1 – 9
- 10 – 15
- 16 – 22:16
- 22:17 – 24
- 25 – 29
- 30
- 31:1-9
- 31:10–31

**C. Purpose and Style** (Read Chapter 1)

1. Fill in the outline of chapter 1 below:

**1-7** –

1-6 –

7 –

**8-9** –

**10-19** –

10-14 –

15 –

16-19 –

**20-33** –

20 –

23 –

26 –

28 –

2. What do the first few verses say is the purpose of the book? (1:1-6)

Who will benefit? (1:4,5)

3. What will be the starting point (or foundation) of knowledge? (1:7)

From what other source will wisdom come? (1:8)

4. The first obstacle. (1:10-19)

- a. What is the first enticement to stray from the path of wisdom?

What are its promises? (1:11-14) What are its consequences? (1:16-19)

- b. Where (and what) is the real command in this passage?

5. The second obstacle. (1:20-33)

- a. What is another way that Wisdom is rejected? (1:22, 25, 32)

Was the call of Wisdom not obvious? (1:20, 21, 23, 24)

What will be the long-term result of ignoring the advice of wisdom? (1:26-28)

- b. What is the root cause of the rejection of Wisdom? (1:29)

## Lesson 2 – Hebrew Poetry

- I. Features of Hebrew Poetry: Parallelism
  - a. Parallelism is “a literary pattern that states an idea in one line and focuses more closely on the same idea in the following line” (Bullock 36). It focuses more closely in two ways:
    - i. Repeating the same thought in different terms
      1. Example:     A   Hear, for I will speak noble things,  
                  (8:6)     A’  and from my lips will come what is right.
      2. “I will speak” is equivalent to “from my lips will come,” and “noble things” are the same as “what is right”
      3. To mark parallelism, use the same letter (A, in this case) to indicate two parallel lines, but add an apostrophe (A’) to distinguish the second line.
    - ii. Stating the thought more specifically
      1. Example:     B   to keep you from the forbidden woman,  
                  (7:5)     B’  from the adulteress with her smooth words.
      2. B’ indicates why the woman in B is forbidden: she is an “adulteress with her smooth words.”
  - b. Parallelism is at the heart of Hebrew poetry. Rather than rhyming words, Hebrew poetry rhymes thoughts—that is, it pairs thoughts that are similar. There are 4 main types of parallelism:
    - i. Synonymous: stating the same idea in new words (examples: 17:27; 19:28)
    - ii. Antithetic: stating the opposite of the first idea (example: 11:6)
      1. Example:     C   A wise son hears his father's instruction,  
                  (13:1)     C’  but a scoffer does not listen to rebuke.
      2. C states what the wise son does; C’ states the opposite: what scoffers do
      3. Often antithetic parallelism includes the word *but* (24:16), though not always (14:14)
      4. Antithetic parallelism is the most common form of parallelism in Proverbs
    - iii. Climactic (Stairstep): stating an idea through a series of increasingly forceful thoughts
      1. Example:     D   Let us lie in wait for blood;  
                  (1:11-12)   D’  Let us ambush the innocent without reason;  
                                                          D’’ Let us swallow them alive like Sheol.
      2. The successive lines describe the intentions of the sinners in increasingly wicked terms.
    - iv. Comparison: using an image to describe an object or idea

1. Through metaphor: *Whoever meddles in a quarrel not his own is one who takes a passing dog by the ears.* (26:17). The second line is a metaphor for the thought in the first.
2. Through simile: *The beginning of strife is like letting out water* (17:14).
3. In comparison, the *idea* and the *image* are parallel, rather than the words themselves

II. Features of Hebrew Poetry: Chiasm

a. The word *chiasm* comes from the Greek word for the letter X (*chi*). A chiasm is a progression of thoughts toward a central idea, and then back out to the first thought in the reverse order. If you sketch out the progression, it resembles the letter X.

b. Example: ~~|    |                                              |
|----|----------------------------------------------|
| A  | A fool's <b>lips</b> walk into a fight,      |
| B  | and his <b>mouth</b> invites a beating.      |
| B' | A fool's <b>mouth</b> is his ruin,           |
| A' | and his <b>lips</b> are a snare to his soul. |~~  
 (18:6-7)

c. In Proverbs, chiasms often revolve around repeated words, such as the example above, where they follow an **a-b-b-a** pattern.

III. Features of Hebrew Poetry: Personification

a. Personification is a literary technique that attributes human characteristics and actions to something that is not human. In 9:1–6, wisdom is described as a person, doing things that only humans do: building houses, setting tables, and even speaking.

IV. Features of Hebrew Poetry: Acrostic

a. An acrostic is a poem in which the first letter of each line is a successive letter of the alphabet (first line starts with A, next with B, and so forth). Of course, all the acrostic poems in the Bible are based on the Hebrew alphabet and have little meaning in other languages. Proverbs 31:10-31 (the description of the worthy woman) is an acrostic in the original Hebrew.

V. Exercises on Poetic Devices

a. Identify the poetic devices used in these proverbs.

15:19	9:13
17:1	1:26, 27
16:9	26:1
17:5	20:14
17:17	23:13, 14
16:24	25:11
4:18	22:2





### Lesson 3 – The Origin of Wisdom

- A. What is the original source of wisdom? (2:1–6)
- B. What is the starting point for obtaining wisdom? (9:10)
- C. Can a man discover some of the truths of the Proverbs without God revealing them through inspired men? Give examples.
- D. From the following proverbs, list some of the ways in which a man can gain wisdom from “everyday” sources.

9:8, 9	13:1
11:14	6:1–5
17:10	6:6–8
19:25	24:30–32

- E. What does Deuteronomy 4:5–8 say is man’s source of wisdom?
- F. If God is the source of all wisdom (2:6), then how can man gain wisdom apart from God’s revealed word? The Proverbs can help us to resolve this apparent paradox.

1. Fill in the chart below with the key thoughts in each verse from the poem in 8:22–31.

_____	_____
26 _____	_____ 27
25 _____	_____ 28
24 _____	_____ 29a
23 _____	_____ 29b
22 _____	_____ 30a
30b _____	
_____	
31 _____	
_____	

What is the main point of this poem?

2. Besides knowing the source, what else is necessary for us to gain wisdom? (20:12)
  
  3. What are some other passages that tell us that knowledge about God can or should be obtained from examining the natural world?
- G. Since God’s wisdom is revealed in the world of nature, science, personal relationships, and life circumstances, what do you think the writers of the Proverbs would say is the value of a general education? How might understanding the world better lead us to a better relationship with God?
1. What if our life circumstances (education, family background, life experience, etc.) do not seem to teach us the lessons the Proverbs commend? How do we evaluate or filter our experiences to make sure we learn the practical lessons God intends?
  
  2. Look again at the “everyday” sources of wisdom in D. Which of those sources describes a role you have or could play in someone’s life? What responsibilities do you have in those roles to impart and receive wisdom? How can you better prepare yourself to fill that role?

## Lesson 4 – Defining Wisdom

### A. Wisdom and Folly

1. Wisdom in the Proverbs is both a commodity (something to ‘get’ and ‘own’) and a characteristic (something you ‘are’). What key words describe wisdom in both ways?
  - Commodity: 2:1–4; 8:11; 23:23 (see also Matthew 13:44)
  - Quality or Characteristic (as in 23:24): 1:5; 18:15
2. How does Folly—or the character of a Fool—interact with Wisdom (1:7)?
  - 17:16 –
  - 24:7 –
  - 28:26 –

**B. Your Definition.** Explain briefly what it means (in the Proverbs) to be wise.

### C. Definitions from others:

1. “...Faculty of acute observation, shrewdness in discovery or device, cleverness or invention.” S. R. Driver, Introduction to the Old Testament, p. 392.
2. “...Seeing through things to their underlying causes and significance...” A. D. Power, The Proverbs of Solomon, p. 230.
3. “The fundamental antagonism between these two (wise man and fool) lay in a difference of world outlook, a difference of attitude towards men and things...” W. O. E. Oesterly, The Book of Proverbs, p. lxxxiv.

### D. The Wise Man and the Fool: Listening and Learning.

1. 18:15, 12:23, 10:19 — Is the wise man most often described as one who is always saying wise things or one who is hearing wise things?
2. 15:28, 15:2 — Does the wise man ever speak? Describe when and how.
3. Contrast the wise and foolish man’s outlook in relation to each of the following:

	<u>Wise Man</u>	<u>Fool</u>
God	9:10	Psalms 14:1
Law & Commandments	28:7, 9	10:8
Instruction & Reproof	19:20; 8:33; 15:31; 9:9	15:5
Knowledge & Understanding	10:14	1:22; 18:2
Wise Men & Wisdom	13:20	1:7
Evil & Sin	14:16; 8:12–13	13:19
Self	3:5, 7	12:15; 28:26; 18:2

4. 26:4, 5 — How does one answer a fool?

**E. Further Characteristics of the Wise Man: Effect on his Life.**

1. How is the fear of Jehovah the beginning of wisdom and knowledge? (9:10, 1:7)
  - 15:33 (see also 13:10)
  - 1:29, 30
  - 28:5
2. How is it that seeking wisdom produces fear and knowledge of God? (2:3–5)
  - Compare 1:29 and Romans 1:20–23.

**F. The Wise Man and Life Discipline. (see 14:12, 16)**

1. Analyze the poem in 3:1–12 by filling in the chart below.

_____	_____
1 _____	_____ 2
3 _____	_____ 4
5 _____	_____ 6
7 _____	_____ 8
9 _____	_____ 10
11 _____	_____ 12

2. What blessings of wise living does the poem mention?
3. What limitations does the wise man live under? (and see 29:18; 30:5, 6)
4. In what areas of life does wisdom find expression? (3:6, 5:21, 15:3)

**G. Understanding the Lessons of the Proverbs**

1. Is there a perfect wise man or a perfect fool?                      How are we to understand passages in which the wise man and the fool are contrasted?
2. Using this lesson’s definitions of wisdom, list some ways in which we act foolishly.

## Lesson 5 – Motivation for Wise Living

### A. The Rewards for Wise Living

1. Do the Proverbs teach that a man is rewarded for his good works?
  - 13:21, 16:7
  
  - 22:4
  
2. Do the Proverbs teach that a man is punished for evil works or foolish living? (14:11)  
Are the Proverbs teaching a system of justification by works?
  - 20:9
  
  - 28:13
  
  - 16:6
  
4. Kinds of Rewards
  - 10:22; 22:4; 24:32–34
  
  - 12:24; 17:2; 11:29b
  
  - 12:8; 29:2; 14:17
  
  - 16:7; 16:28; 17:19, 20
  
  - 11:11; 14:34; 16:12
  
  - 3:1, 2; 9:10-11; 10:27
  
  - 13:22; 20:7; 10:7
  
5. What is not mentioned in the above list (or in the book)?
  
6. What do the Proverbs teach about life after death?
  - 11:7; 14:32
  
  - 15:11
  
7. What do the Proverbs teach about Redemption? Forgiveness?
  - 10:12; 17:9
  
  
  - 28:13, 14; 16:6
  
8. Why is so little said about these important theological topics?

## B. The Theology of the Book

### 1. Character of God

- a. What does God examine in our worship?
  - 15:18
  - 21:27
  - 21:3
  - 15:
- b. What does God examine in all our activities?
  - 15:11
  - 16:2 (also 21:2)
  - 20:27
  - 24:17, 18
- c. What else is said about the nature of God?
  - 3:19; 22:2
  - 3:19
  - 22:2
  - 19:21; 21:30, 31; 16:33
  - 19:21
  - 21:31
  - 16:33
  - 20:10; 6:16–19
  - 20:10
  - 6:16
  - 10:3; 15:25; 14:26, 31

2. Do those qualities suggest further motives for obedience? (15:3)

3. Summary — 16:1–9 (especially 3, 4, 5, 9)

## Lesson 6 – Life & Death

### A. Figures of Reward. What figures are used to contrast the “ways” of wisdom and folly?

- 2:13
- 2:15
- 15:19
- 28:18
- 15:24; 16:25

### B. Wealth & Success. Are wealth and success guaranteed rewards of righteous living?

#### 1. Are they the most important things in life?

- 16:19
- 15:16, 17
- 16:8
- 11:16, 18
- 28:6

#### 2. Are there disadvantages to having wealth?

- 13:8
- 11:4
- 18:11
- 27:23, 24 (see 23:4, 5)
- 11:28

### C. The Real Reward.

#### 1. What *is* the reward of doing right?

- 10:16, 17
- 11:30
- 13:14

#### 2. Is this “Life” immortality? Heaven? Hell? (see 23:13, 14; 12:28)

If not, then what is it?

- 14:26, 27
- 21:16
- 13:12



- 16:22
  - 18:21
  - 2:16–22
3. What are some of the qualities of the “way of life”?
- 19:23 (see also 15:27)
  - 14:30
  - 13:2, 4
  - 10:27, 28
  - 10:29, 30 28:1

**D. *The Real World***

1. Are things in life always as we would wish them?
- 13:23
  - 14:20
  - 28:15
  - 28:28
  - 29:2
2. Do these things affect our ideas about the “way of life”?
- 24:10
  - 24:15, 16
  - 24:19, 20

**E. *The Ideal (30:7–9)***

## Lesson 7 – Parents & Children

### A. The Parent's Role.

1. What is the primary activity mentioned in connection with parenthood?

4:1–9

1:8

2. What is the purpose of this activity?

6:20–23

22:6

3. Is it always necessary? How is it to be done?

29:15

22:15 (see also 26:3; 19:25)

4. When is a mere rebuke sufficient? Compare 17:10 and 15:5

5. What is the motivation for correction?

3:11, 12            13:24

23:13, 14

6. Describe the learning process. (22:6)

22:15

4:20, 21; 23:19, 22–25

13:1

See again 4:1–27, especially 4–7, 10–12

7. What are the blessings of a disciplined child?

19:18

29:17

**B. The Child's Role**

1. What are the responsibilities of a child to his parents?

23:22

30:17

20:20

2. What are the effects of a wise or foolish son on his parents?

10:1

17:21, 25

19:26

28:7

23:15, 16, 24, 25

3. What does a foolish man show about his feelings for his parents? 15:20

4. In the ideal, what is the relationship between children and their parents?

23:24–26

17:6

## Lesson 8 – Speech

### A. *Importance of the Tongue*

1. What familiar terms are connected to the use of the tongue?  
18:20, 21  
13:3  
10:21  
15:4  
21:6
2. Why do the Proverbs use such forceful language to discuss the tongue?  
21:23  
12:13, 14  
13:2  
27:19

### B. *Misuses of the Tongue*

1. What ways of misusing of the tongue are mentioned in these verses?  
10:18  
19:5, 9  
11:13  
26:22–25  
25:23  
26:20, 21  
27:2  
29:20
2. What goals are those who misuse the tongue striving for?  
21:6  
11:9  
12:6 (26:28)  
18:8 (26:22)  
16:28

3. How permanent are these benefits?  
20:17  
12:19  
26:25–28
4. What deeper problem might a misuse of the tongue indicate?  
4:23, 24  
16:23  
10:20  
15:7, 28  
28:25  
14:3

**C. Proper Use of the Tongue**

1. What qualities are fundamental for appropriate speech?  
12:17  
14:5  
26:18, 19
2. Besides frankness and honesty, what else is required for proper speech?
  - a. 18:13  
10:19  
17:27, 28  
11:12, 13  
26:20
  - b. 15:1  
25:15  
(16:32; 17:27)
  - c. 25:11  
15:23
  - d. 12:18 (16: 24)  
15:4  
11:11  
10:31
3. What are some blessings that result from proper speech?  
15:1  
17:28

## Lesson 9 –Wives, Husbands, & Harlots

### A. *Introduction* — How is the Husband-Wife relationship pictured in the Proverbs?

- 2:17 (see also 16:28; Psalm 55:13)
- 5:18, 19
- 23:22, 25

### B. *The Role of the Wife*

1. Describe the importance of the wife to the family.
  - 18:22; 19:14
  - 31:10, 11
  - 14:1
2. What effect can the character of the wife have on her husband?
  - 5:18
  - 12:4
  - 19:13; 27:15, 16; 21:9; 21:19
  - 6:34
  - 31:23
  - 30:23(?)
3. From the description of the worthy woman in 31:10–31,
  - b. Whom does she serve?
 

31:11, 12	31:15	31:20
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  - c. What is the center of her concern? 31:15, 21, 27
  - d. List the types of work she does (verse 17)
    - 31:13, 19, 22, 24
    - 31:14–16
    - 31:26

### C. *The Responsibilities of the Husband*

- 31:11
- 31:28–31 (remember 11:16)

### D. *The Harlot*

1. What familiar terms are used in connection with the “way” of the adulteress?
  - 2:18
  - 5:5, 6
  - 5:23
  - 6:26
  - 7:24–27

2. Explain why these terms are appropriate.

- 2:17
- 5:4
- 5:21–22
- 6:27–29
- 6:30–35
- 7:21–23
- 5:7–14
- 23:27, 28

3. What is the bait of the adulteresses’ trap?

2:16; 5:3

6:24, 25

4. Examine the story in 7:6–23. Fill in the story details:

- a. Time of day:
- b. Location:
- c. Characters (and characteristics):
- d. Plot:
- e. Ending and Moral:
- f. What tricks did the adulteress use to seduce the young man?

v. 10

v. 16, 17

v. 13

v. 18

v. 15

v. 19, 20

5. With what can a young man protect himself?

- 5:7, 8
- 6:25
- 7:25 .
- 5:15–19

**E. A Contrast.** Fill in the chart below describing these two relationships.

<i>Faithful Wife</i> <u>31:10–31; 5:15–20</u>	<i>Adulterous Woman</i> <u>6:20–35; 7:1–27</u>
5:19, 20	7:22, 23; 6:25
31:23	6:30
31:11, 30	7:10, 21
31:26	30:20; 2:16, 17
31:12	7:25–27; 6:25–29; 2:18, 19

## Lesson 10 – Idleness, Drunkenness, & Gluttony

### A. A Common Problem

#### 1. Laziness

- a. How is the sluggard pictured in the Proverbs?

28:19

26:13–16

19:24; 12:27

10:26

- b. What is his side of the story? (26:16; 14:23)

20:4

22:13

15:19

- c. What are the consequences of his laziness?

13:4

12:24

12:11

- d. What is the real problem?

10:5

20:13

6:6–11

24:30–34

- e. Explain 18:9 in light of c and d, above.

#### 2. Drunkenness

- a. How is the drunkard pictured? 23:29–35

- b. What are the consequences in his life?

21:17

31:4, 5

#### 3. Gluttony

23:20, 21

23:1–3, 6–8

25:16

4. What common problem do these three share? (see 23:20, 21)

21:25 (see also 6:7)

20:1

25:28 (compare 16:32)



**B. *The Other Side***

1. What are the proper uses of sleep, wine, and food?

Ecclesiastes 5:12

31:6, 7

24:13, 14 (27:18)

2. Principles of diligent work

14:4

24:27

27:23–27

13:11

16:26

27:18

22:29

## Lesson 11 – Limitations of Wisdom

**A. Introduction.** Gathering wisdom from the Proverbs, one could be left with the impression that our world is entirely comprehensible, predictable, and fair. In other words, the more one learns, the less he finds confusing, and the more questions he answers, the fewer he has to ask. Does this match our experience in life? What are some things about the world that are imperfect or incomprehensible?

### **B. The Nature of the World**

1. Nothing in man's experience is absolutely (infinitely) good.

27:7

27:14

25:20

14:13

2. There is evil present.

29:2

29:10

20:9 (see also 20:6)

3. There is sorrow, disappointment, and imperfection.

15:13; 17:22; 18:14                      13:12

27:20

14:10

4. Many things are incomprehensible.

18:17

13:7

27:1

5. Many things are unfair or inappropriate.

17:8

14:20; 19:4, 7

18:23

20:14

**C. Chapter 30 — Snapshots of Life**

1. 30:7-9
2. 30:11–14 (see also 30:17)
3. 30:15, 16
4. 30:18, 19 (also 20)
5. 30:21–23
6. 30:24–31

**D. Conclusion: 30:2–6 (also 32)**

1. What attitude should these thoughts inspire?
2. Where is the only hope of solution? (see 30:5-6)

16:4

29:26; 20:22

20:24

20:27; 21:2

3. Why is the world this way?