

PRECEPT
UPON
PRECEPT

Titus

DEVELOPING
CHARACTER AND
INTEGRITY IN THE
MIDST OF A
SOCIETY WHICH
HAS LOST RESPECT
FOR GOD

TITUS

PRECEPT UPON PRECEPT

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HELPFUL STUDY TOOLS

ARTHUR, KAY

How to Study Your Bible

Eugene, Oregon: Harvest House Publishers, 1994

The New Inductive Study Bible

Eugene, Oregon: Harvest House Publishers, 2000

Greek Word Study Tools

Commentaries on Titus

(See commentary list below)

RECOMMENDED COMMENTARIES

BAXTER, J. SIDLOW

Explore the Book

Grand Rapids, Michigan: Zondervan Publishing House, 1960.

GUTHRIE, DONALD

The Pastoral Epistles. Tyndale New Testament Commentaries

Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1990

THOMAS, ROBERT L.; EARLE, RALPH; HIEBERT, E. EDMOND

I & 2 Thessalonians, I & 2 Timothy, Titus: The Expositor's Bible Commentary

Grand Rapids, Michigan: Zondervan Publishing House, 1996.

RECOMMENDED SOFTWARE

Logos Bible Software

Powerful search engines and up to 4,000 electronic Bible study resources (commentaries, lexicons, Bible dictionaries etc.) make it fast and easy to do simple and complex **searches** of multiple sources, then pull materials together for orderly presentation—excellent for word and topical studies based on English or original Hebrew and Greek. Available at www.logos.com.

LESSON ONE

How Can a Godless Society Fail to Be Impacted When There's a Vibrant Healthy Church in Its Midst?

THIS LESSON INCORPORATES Observation Worksheets

You are about to begin a study of a powerful and greatly needed epistle which was written almost 2,000 years ago . . . a letter which, if read and heeded, could turn our churches around and thus impact our communities and eventually our nation.

DAY ONE

1. All study of the Word of God should be preceded by prayer. This is God's Book and the truths within it are made plain by the ministry of the Spirit of God. We will teach you a method, a good method and process of study, that will help you comprehend what the text of Titus is all about, but it is the work of the Spirit of God to take the things which belong to God and reveal them to us. So begin in prayer. Ask God to open the eyes of your understanding, to lead you and guide you into all truth, and to cleanse and nourish you through the "washing of water with the word" (Ephesians 5:26).
2. As we begin our study, our first task will be to identify the historical setting or background of the book of Titus. This is discovered by observing what the text tells you about the author of the book and the recipient(s) of the book.

In the Appendix of this workbook you will find a copy of the book of Titus. We refer to these as Observation Worksheets. These are simply the text of the New American Standard Bible printed double-spaced. This is where you can record what you observe in your study of Titus.

Read through your Observation Worksheets on Titus and mark (color) in a distinctive way every reference to the author and to the recipient. Use two distinct colors or markings so you can easily distinguish, at a glance, one from the other. (For instance, you might color the references to the author in blue and those to the recipient in orange.) As you identify each one, make sure you also mark or color every synonym and pronoun which refers to the author and

to the recipient in their distinctive ways. Mark only the singular pronouns and synonyms.

3. On the chart entitled “The People in Titus” located on page 10,
 - a. List what you learn from marking references to the author in chapters 1–3. Only record, however, information which **describes** the author—that which tells who he is, where he is, what he is.
 - b. Now record what you learn about the recipient. Follow the same guidelines you used for the author. Do not record any instructions or exhortations, however, because we will do that later on a different chart. Either write or color your observations with the color you used for the recipient; that way you can quickly distinguish what you recorded about the recipient from what you recorded about the author.

The following is an example of how to list the information on the chart:

THE PEOPLE IN TITUS

Chapter 1	Chapter 2	Chapter 3
1:1 Paul, a bond-servant of God 1:1 An apostle of Jesus Christ 1:4 Titus, Paul's true child in a common faith		

4. Evaluate the facts you just recorded on the chart. Does anything on that chart give you any historical clues as to where Paul or Titus were, where they had been previously, where either would be later, when it was written? Record below what you learned about the historical setting.

- When we teach the inductive method of study, we urge our students to look for the obvious and the people are the most obvious in the book of Titus.

As you read through Titus, did you notice a category of people who help you see the author's reason for writing what he does to the recipient? When you find it, record it below.

DAY
TWO

- Yesterday you were to look for a third category of people mentioned in Titus. While Paul mentions elders, men, women, and bondslaves, he also makes reference to rebellious men in Titus 1:10. Read Titus and mark in a third color or distinctive way every reference to these men. Note how they are described, how they behave, and what they are doing. Let's get a profile on these men.
- Now having marked and observed the references to the rebellious men, record what you learn about them in the appropriate chapter column on the chart "The People in Titus." Color or write this information in the same color you used for rebellious men on your Observation Worksheets.

The following is an example of how to list the information on the chart:

THE PEOPLE IN TITUS

Chapter 1	Chapter 2	Chapter 3
1:1 Paul, a bond-servant of God 1:1 An apostle of Jesus Christ 1:4 Titus, Paul's true child in a common faith 1:9 They contradict		

- Again review the chart, looking for any further information that would help you see more about the historical setting. Are there any clues regarding what is taking place within the church?

DAY
THREE

On page 11 you'll find a chart entitled "What Paul Wants Titus to Do." Read Titus again, verse by verse, and list on this chart what Paul wants Titus to do. As you read you might want to put a red arrow like this → in the margin next to each of these statements.

1. Look for the verbs that call Titus to action. Identifying these will help you separate the instructions to Titus from the descriptions of older men, women, etc., which you don't want to put on this chart.
2. As you record these, use the words from the text and record the chapter and verse where you found it.

The following is an example of how to list the information on the chart:

WHAT PAUL WANTS TITUS TO DO

Chapter 1	Chapter 2	Chapter 3
1:5 Set in order what remains 1:5 Appoint elders in every city as I directed you		

3. Now, review the chart looking for any words that might be repeated. This will help you see the key words in the book. When you discern the words that are repeated, mark these in a distinctive way on the chart.

How are you doing, Beloved Student? We are so grateful for your diligence. How we pray that you will be faithful to finish what you have begun. This first lesson takes time, but it is necessary so that you get a good overview of Titus and become familiar with its general content. This will help you keep everything in its proper context, which is vital.

Bathe in God's truth. Don't let your study simply be a gathering of facts. Let it be God's means of cleansing and transforming you into the image of Jesus Christ.

DAY
FOUR

1. In Titus there are three major key words: *doctrine*, *deeds*, and *sound*. Read your Observation Worksheets again and mark each in a distinctive color or way. If you are new to Precept Upon Precept studies, you can read about key words in the section "Getting the Big Picture" in *How to Study Your Bible Precept Upon Precept* by Kay Arthur (Harvest House Publishers).

- a. The first key word, *doctrine*, is translated from the Greek word *didaskalia* and means “instruction (the information or the function).”
 - b. The second word, *deeds*, is *ergon* which denotes a work, a deed, an act.
 - c. The third word, *sound*, is *hugiēs* or *hugiainō* and means whole or healthy.
2. Now list what you learn about *doctrine*, *deeds*, and *sound* from each reference. Note the context of the word. Also pay attention to who or what is connected with the word.

Yes, you guessed it! There is a chart for your list on page 12 entitled “**What I Observed about Doctrine, Deeds, and Sound.**” As you make your list, keep in mind the definition of the word. Also record the verse where you found the word.

For example, under “Chapter 1” about doctrine you might put

WHAT I OBSERVED ABOUT DOCTRINE, DEEDS, AND SOUND

Chapter 1	Chapter 2	Chapter 3
1:9 The overseer is to be able to exhort in sound doctrine		

3. Evaluate the information you gathered from listing all you learned about the key words. What seems to be the theme of the book? (The theme is determined by what is talked about the most.)

Also look for any statement(s) in the text which would summarize the theme of the entire book.

4. Now,
 - having reviewed the general content of Titus
 - and keeping in mind the key words
 - and all you learned about the people you recorded on “The People in Titus” chart
 - and Paul’s instructions and exhortations to Titus,
 if someone asked you, “Why did Paul write this letter to Titus? What prompted him or provoked him to write such a letter?” what would you say was Paul’s purpose or reason for writing? Record it below.

DAY FIVE

Today our goal will be to fill out the “**Titus at a Glance**” chart on page 9. It will not be difficult if you will simply follow the instructions one by one. You will be thrilled when you finish because you will have a complete synopsis of the book of Titus on one page and it will be a testimony to the fruit of your diligent study this week.

1. Look over the “**Titus at a Glance**” chart. You will see there is a place to record the following:
 - a. The Book Theme
 - b. The Author. (You already know who it is so write his name under the word “Author.”)
 - c. Key Words. (You already know three of them, so write these under “Key Words.”)
 - d. Purpose (If you have already seen this, record it on the chart.)
 - e. Historical Setting (If you have already seen this, record it on the chart.)
 - f. Chapter Themes for chapters 1, 2, and 3
 - g. Paragraph Themes
2. What is the historical setting of Titus? If you have not identified this previously, you can discern it by observing what you recorded on “**The People in Titus**” chart. Evaluate the following:

Does anything on that chart give you any historical clues as to

where Paul or Titus were,
 where they had been previously,
 when it was written,
 what was taking place,
 the conditions in the church or in society at the time the book was written?

Information like this gives you the historical context or setting of the book. Record your insights on the “**Titus at a Glance**” chart. It would be good to record the verse that gave you each insight.

3. Now go back and read Titus 1. What is each paragraph about in general? Record in the left-hand margins of your Observation Worksheets the main subject or topic which is covered in the following paragraphs. I will give you the first paragraph.
 - a. Titus 1:1–4—The introduction, greetings of Paul to Titus, his true child in a common faith
 - b. Titus 1:5–9
 - c. Titus 1:10–16
4. Now read Titus 2 and again look for the general content of this chapter, the big picture. Notice the first and last verses and the repetition of the phrase “the(se) things.” Could it be that “these things” refer to all that Paul says between verses 1 and 15?

As you look for what this chapter is about in general, pay attention to the key words you marked in this chapter. Also notice the different groups of people mentioned. What seems to be the emphasis in the chapter? Record the main thrust of each paragraph in the left-hand margins of your Observation Worksheets.

- a. Titus 2:1-14
 - b. Titus 2:15
5. Read Titus 3. Once again note the key words you marked in this chapter and how they are used. What is the main thrust of the following paragraphs? Record this information on your Observation Worksheets.
 - a. Titus 3:1–11
 - b. Titus 3:12–14
 - c. Titus 3:15
6. A Chapter Theme describes the main content of the chapter—the subject, person, or event that is the predominant topic in that specific chapter. Now reviewing what you observed when you looked at Titus chapter by chapter, what do you think is the main theme of each chapter of Titus?

Write out the chapter theme in the form of a summary statement using words found within the text. Record these in the space provided on your Observation Worksheets.

7. Review DAY FOUR, question 4. Record the author's purpose on the "Titus at a Glance" chart.
8. Suppose someone asked you what Titus is all about, what would you say? Review your answer to question 3 of DAY FOUR. Are you satisfied with your answer? If not, again review your Observation Worksheets. Look at your "What Paul Wants Titus to Do" chart. Are there any repeated instructions? Also evaluate your "What I Observed about Doctrine, Deeds, and Sound" chart and your paragraph and chapter themes. What is the main subject or theme of this book? Are there any verses in Titus which seem to summarize this theme?
9. Complete the "Titus at a Glance" chart located on the next page. Transfer the Book Theme, Chapter Themes, and Paragraph Themes to the appropriate spaces.

We are so proud of you. As you close your workbook and go about your week, think about all you have learned. Ask God what He wants you to learn from this study. With such a teachable heart, God will do a precious work in your life. As you consider what you have seen, what do you think would happen in a person's life or in the life of church members if people lived their lives according to what is taught in this book? Awesome, isn't it!

TITUS AT A GLANCE

Book Theme:

	Chapter Themes	Paragraph Themes
Author:	1	1:1-4
Key Words:		1:5-9 1:10-16
Purpose:	2	2:1-14 2:15
Historical Setting:	3	3:1-11 3:12-14 3:15

THE PEOPLE IN TITUS

Chapter 1	
Chapter 2	
Chapter 3	

WHAT PAUL WANTS TITUS TO DO

Chapter 1	
Chapter 2	
Chapter 3	

WHAT I OBSERVED ABOUT DOCTRINE, DEEDS, AND SOUND

Chapter 1	Chapter 2	chapter 3

TITUS 1
Observation Worksheet

Chapter Theme _____

- 1 Paul, a bond-servant of God and an apostle of Jesus Christ, for the faith of those chosen of God and the knowledge of the truth which is according to godliness,
- 2 in the hope of eternal life, which God, who cannot lie, promised long ages ago,
- 3 but at the proper time manifested, *even* His word, in the proclamation with which I was entrusted according to the commandment of God our Savior,
- 4 To Titus, my true child in a common faith: Grace and peace from God the Father and Christ Jesus our Savior.
- 5 For this reason I left you in Crete, that you would set in order what remains and appoint elders in every city as I directed you,
- 6 *namely*, if any man is above reproach, the husband of one wife, having children who believe, not accused of dissipation or rebellion.
- 7 For the overseer must be above reproach as God's steward, not self-willed, not quick-tempered, not addicted to wine, not pugnacious, not fond of sordid gain,
- 8 but hospitable, loving what is good, sensible, just, devout, self-controlled,
- 9 holding fast the faithful word which is in accordance with the teaching, so that he will be able both to exhort in sound doctrine and to refute those who contradict.
- 10 For there are many rebellious men, empty talkers and deceivers, especially those of the circumcision,

- 11 who must be silenced because they are upsetting whole families,
teaching things they should not *teach* for the sake of sordid gain.
- 12 One of themselves, a prophet of their own, said, “Cretans are always
liars, evil beasts, lazy gluttons.”
- 13 This testimony is true. For this reason reprove them severely so that
they may be sound in the faith,
- 14 not paying attention to Jewish myths and commandments of men
who turn away from the truth.
- 15 To the pure, all things are pure; but to those who are defiled and
unbelieving, nothing is pure, but both their mind and their
conscience are defiled.
- 16 They profess to know God, but by *their* deeds they deny *Him*, being
detestable and disobedient and worthless for any good deed.

TITUS 2
Observation Worksheet

Chapter Theme _____

- 1 But as for you, speak the things which are fitting for sound doctrine.
- 2 Older men are to be temperate, dignified, sensible, sound in faith, in love, in perseverance.
- 3 Older women likewise are to be reverent in their behavior, not malicious gossips nor enslaved to much wine, teaching what is good,
- 4 so that they may encourage the young women to love their husbands, to love their children,
- 5 *to be* sensible, pure, workers at home, kind, being subject to their own husbands, so that the word of God will not be dishonored.
- 6 Likewise urge the young men to be sensible;
- 7 in all things show yourself to be an example of good deeds, *with* purity in doctrine, dignified,
- 8 sound *in* speech which is beyond reproach, so that the opponent will be put to shame, having nothing bad to say about us.
- 9 *Urge* bondslaves to be subject to their own masters in everything, to be well-pleasing, not argumentative,
- 10 not pilfering, but showing all good faith so that they will adorn the doctrine of God our Savior in every respect.
- 11 For the grace of God has appeared, bringing salvation to all men,
- 12 instructing us to deny ungodliness and worldly desires and to live sensibly, righteously and godly in the present age,
- 13 looking for the blessed hope and the appearing of the glory of our great God and Savior, Christ Jesus,

- 14 who gave Himself for us to redeem us from every lawless deed, and to purify for Himself a people for His own possession, zealous for good deeds.
- 15 These things speak and exhort and reprove with all authority. Let no one disregard you.

TITUS 3
Observation Worksheet

Chapter Theme _____

- 1 Remind them to be subject to rulers, to authorities, to be obedient, to be ready for every good deed,
- 2 to malign no one, to be peaceable, gentle, showing every consideration for all men.
- 3 For we also once were foolish ourselves, disobedient, deceived, enslaved to various lusts and pleasures, spending our life in malice and envy, hateful, hating one another.
- 4 But when the kindness of God our Savior and *His* love for mankind appeared,
- 5 He saved us, not on the basis of deeds which we have done in righteousness, but according to His mercy, by the washing of regeneration and renewing by the Holy Spirit,
- 6 whom He poured out upon us richly through Jesus Christ our Savior,
- 7 so that being justified by His grace we would be made heirs according to *the* hope of eternal life.
- 8 This is a trustworthy statement; and concerning these things I want you to speak confidently, so that those who have believed God will be careful to engage in good deeds. These things are good and profitable for men.
- 9 But avoid foolish controversies and genealogies and strife and disputes about the Law, for they are unprofitable and worthless.
- 10 Reject a factious man after a first and second warning,
- 11 knowing that such a man is perverted and is sinning, being self-condemned.

- 12 When I send Artemas or Tychicus to you, make every effort to come to me at Nicopolis, for I have decided to spend the winter there.
- 13 Diligently help Zenas the lawyer and Apollos on their way so that nothing is lacking for them.
- 14 Our people must also learn to engage in good deeds to meet pressing needs, so that they will not be unfruitful.
- 15 All who are with me greet you. Greet those who love us in *the* faith.
Grace be with you all.