THE CO-OP • MEN'S BIBLE STUDY

# What Makes a Great Education?

Episode 17 | Released Aug 12 | Discussion: Tuesday, August 18

## READING 1

**Read Proverbs 2:1–5**

*Commentary*

*The verbs here are intense and deliberate: receive, store up, make your ear attentive, incline your heart, call out, raise your voice, seek, search. Wisdom is pictured as buried treasure, not surface knowledge. The fear of the Lord is not terror but reverent submission that leads to real knowledge of God Himself. Casual readers often miss that the goal is not information but relationship with God.*

**1.** List the actions this passage requires of the one who wants wisdom. Which one challenges you most?

**2.** Why does the writer compare wisdom to silver and hidden treasure rather than something easily found?

**3.** How is "the fear of the Lord" different from simply knowing facts about God?

## READING 2

**Read Proverbs 2:6–11**

*Commentary*

*Notice the source: "the Lord gives wisdom." Human effort is required, but the origin is divine. God stores up sound wisdom for the upright and acts as a shield. Wisdom here is not neutral skill — it has moral content. It enters the heart and becomes pleasant to the soul, then it guards and watches over a man. True education reshapes the inner life before it changes outward behavior.*

**4.** Where does true wisdom ultimately come from according to these verses?

**5.** What does it mean that wisdom "enters the heart" and is "pleasant to the soul"?

**6.** How does this kind of wisdom protect a man in ways that mere knowledge cannot?

## READING 3

**Read Proverbs 2:12–15**

*Commentary*

*Wisdom delivers from the way of evil and from men who speak perverse things — those who leave upright paths for darkness and rejoice in doing evil. A great education is measured not only by what it adds, but by what it enables a man to recognize and refuse. Discernment is part of the gift.*

**7.** What specific dangers does wisdom deliver a person from in these verses?

**8.** Why would the ability to recognize "crooked paths" be essential in evaluating education today?

**9.** When you look at education in our culture, what seems most valued? How does that compare with the wisdom described here?

**10.** What is one practical step you will take this week to pursue this kind of understanding?