

35. In the Christian marriage of right man-right woman, the union illustrates the relationship that the believer has with Jesus Christ. We submit to Him and His Word as the wife submits to the husband in the human institution of marriage.
36. Therefore, after three verses of demonstrating the cosmic behavior patterns, character traits, and lifestyles of those in his church, James characterizes them as, **μοιχαλίδες (moichalides)**: “adulteresses,” which is feminine.
37. Therefore, the breaking of marital vows in a Christian marriage illustrates the violation of doctrinal absolutes in the life of reversionistic believers.
38. To illustrate, we assert that when a woman betrays her husband by having a conjugal relationship with another man, she has broken her marriage vows and has committed adultery.
39. To be fair, we may also assert that when a man betrays his wife by having a conjugal relationship with another woman, he has broken his marriage vows and has committed adultery.
40. Now with these two illustrations in mind, James uses them to grab the attention to those believers whose behaviors are documented in verses 1 through 4a:

**James 4:1** What is the source of hostility and what is the source of fisticuffs and Donnybrooks among you? Is not the source your insatiable desire for sensual pleasures that wage war in the compartments of your souls?”

**v. 2** You keep on habitually lusting, but you continuously do not have that for which you lust; so you habitually commit homicide. You are in an ongoing state of jealousy, but consistently are unable to acquire; so you quarrel and engage in Donnybrooks. Mature believers do not have because they do not ask.

**v. 3** You keep on asking, but you consistently do not receive, because you ask with wrong motives so that you may squander it on a variety of sensual pleasures.

**v. 4a** You spiritual adulteresses, do you not already know that a cordial relationship with the devil’s world is tantamount to alienation from the source of God? (EXT)

41. Even a disinterested observer would have to agree that those being cited in these four opening verses have betrayed the One to Whom they owe allegiance: all believers must be submissive to divine authority.



42. This betrayal is illustrated by James who classifies them all as adulteresses. They have opted to pursue the wiles of this world by betraying the absolutes of divine guidance. Ergo, they are all classified as adulteresses.
43. I will not quote other verses that elaborate on James's subject, but rather cite verses that describe the lifestyle of those "adulteresses" called out in James 4:1–4a: Romans 12:2; 1 Corinthians 3:19; 2 Corinthians 4:4; Ephesians 2:2, 6:12; Colossians 2:8; 1 Timothy 4:1; 2 Peter 1:4; 1 John 4:1, 5:19; and Jude 4.

### Summary of James 4:4a:

1. In their status of original perfection as Homo sapiens, Adam and Ishah possessed perfect life. As long as they refrained from eating the forbidden fruit their perfect bodies and human life would continue.
2. James's use of the noun, **κόσμος (kósmos)**: "world," is a reminder that the original perfection of the restored earth was lost due to Adam and Ishah's rebellion.
3. Since Adam's fall in Eden, this planet has functioned under Lucifer's authority and therefore accurately described as the devil's world.
4. Adam and Ishah were the first citizens of his cosmic kingdom since their decisions to eat the forbidden fruit resulted in their loss of perfection. Their bodies were instantly transformed into bodies of corruption containing lust patterns that functioned as agents provocateurs.<sup>2</sup>
5. Because of the genetically transmitted sin nature, their children were born physically alive but spiritually dead until the Second Advent.
6. This resulted in the capacity to make volitional decisions to either resolve their present circumstance or allow it to remain unaddressed.
7. They could use human viewpoint. Their former bodies of perfection were now bodies of corruption. To hide their new physical circumstance, they opted to cover themselves with leaves.
8. From that point on, all their future progeny, born into the devil's world, simultaneously receive the imputation of soul life to biological life creating human life resulting in selection and Adam's original sin imputed to the genetically formed sin nature resulting in spiritual death and condemnation.
9. When any one of these individuals places his personal faith in **יְהוָה צְבָאוֹת (Yehowah Seva'oth)**: the Lord of the Armies, or **Ἰησοῦς Χριστός** or **Μεσσίας (Messías)**: **(Jesus Christ)**, he is saved and has eternal life.

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<sup>2</sup> "One employed to associate himself with members of a group, and by pretended sympathy with their aims encourage them to commit illegal or harmful actions" (*Webster's New Collegiate Dictionary*, 2d ed. (1953), "agents provocateurs."



10. Yet even though saved, he is vulnerable to the external propaganda of the cosmos and the internal temptations of the sin nature's agents provocateurs.
11. The only defense against these influences is an ever-increasing inventory of biblical absolutes. To acquire these truths, the believer must concentrate on the teaching of the Word, respond positively to its content, recall, and apply them to both internal and external challenges, and in doing so, over time, facilitate them into paths of least resistance.
12. For example, in sports, participants must learn how to use their bodies to produce maximum efficiency in the physical performance of the game's objectives.
13. To determine those who will give the team the best opportunity to be successful, coaches evaluate the players during practices. Certain drills reveal those who display superior abilities in a certain area of a sport.
14. An outfielder with a rocket for an arm can throw from 300 feet away to home plate to catch a runner from third base. But ask him to throw a strike from 60', 6" over a plate only 17" wide with a baseball just short of 3" wide but between the top of the batter's knees and just below his shoulders.
15. This player is an outfielder, but most likely not a pitcher. Pitchers must learn to throw the ball over the plate. He can throw it with movement, at different speeds, nibble at the corners and even cause a fast ball to rise crossing the plate. Some elite players can bat .330, hit 40 homers, and slug .650, but couldn't steal a base with a gun.
16. How does a scout, a coach, or a manager discern these things? Watch him play and if he is convinced, he can contribute as a fielder, a pitcher, a hitter, or a runner, he requests ownership to sign him up and send him to the minors to find out if he can play baseball to that level.
17. Consider academics. A person can sign up for a class in accounting. First of all, he must select the courses he wishes to take during the semester among them being accounting. He goes to class the first day, the teacher calls the roll and he responds with, "Here." This student is enrolled in accounting and has shown up for class.
18. After a few classes he finds it boring. But rather than dropping out, he just sits there but takes nothing in and understands nothing about the subject. At the end of the semester he gets an F. He may rightly say that he took Accounting but must admit he doesn't understand anything about it.
19. Now let's pretend that Accounting is the only class he ever took. He went to the university, signed up for Accounting, but did not learn anything about it. Would anyone hire him to be his accountant?

20. No, they would not. But he did take the course up to a point, but then mentally dropped out. The transcript shows he took accounting but understood virtually nothing about the subject.
21. Yet, he would be able to say that when at university, he took Accounting.
22. You may now be wondering why I've given you these two illustrations. My purpose in doing so is to describe to you where we presently are as a client nation to God.
23. Throughout our nation's history, the majority of its citizens have believed in Jesus Christ and subscribed to the importance of attending churches, listening to pastors' sermons, and then taking the responsibility to grow in grace and apply doctrines learned. Consistency in these efforts were considered so important that on a national level, Sunday was recognized as a day off work so that spiritual growth could continue at local churches.
24. Now in our third decade of the twenty-first century, Sunday is still often a day off but its reason for doing so is not necessarily to feed exegetical Bible studies to the souls of Christendom.
25. Now my third illustration is actually not an illustration but a "situation report": "Relative combination of circumstances at a moment; a critical or unusual state of affairs; a particular complex of affairs."<sup>3</sup>
26. Let's regard the person in our example as a believer in Jesus Christ. He did well in grade schools, attended university graduating with a bachelor's degree, continued on to earn a master's degree, and then was employed by a reputable accounting firm where he successfully applied his academic education to his new job.

**1 Chronicles 9:33** These are the singers; heads of fathers' households of the Levites who lived in the chambers of the temple free from other service; for they were engaged in their work day and night.

27. Getting consistently better at one's job his, institutional knowledge of what he knows continues to be enlarged revealed by his efficiency in application.
28. Through his entire life, he regularly accumulated more and more knowledge which he then recalled and applied to his profession.
29. His system for this advance may be summarized by this sequence: hear and understand, remember the principle, and then become a recognized expert in accounting.

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<sup>3</sup> Webster's New Collegiate Dictionary, 2d ed. (1953), s.v. "situation."

30. Now for the application. In academia, students learn from experts in the major in which they hope to specialize. This arrangement is common throughout all branches of education. The information communicated may be learned by any individual with positive volition toward the subject matter and taught by the faculty of the academic institution.
31. All the student needs to provide is a textbook, have alertness to concentrate during lectures, facilitate the subject matter, and eventually apply what he knows to the periodic tests.
32. When it comes to theology, the same system is in place but within a spiritual curriculum which only believers filled with the Holy Spirit can utilize.
33. Both Testaments clearly establish that the content of their texts are the revelation of absolute, immutable, unalterable truth:

**Psalm 33:4** For the word [ דָּבָר (davar): divine revelation ] of the Lord is right [ יָשָׁר (yashar): veracity ], and all His works [ מַעֲשֵׂה (ma'seh): actions ] are done in truth [ אֱמוּנָה ('emunah): with emphasis on His faithfulness ]. (KJV [EXT])

**John 8:31** So Jesus was saying to those Jews who had believed in Him, “If you continue in My word, then you keep on being disciples of Mine;

**v. 32** and you will know [ predictive future middle indicative of γινώσκω (ginōskō): to comprehend divine categories ]; the truth [ ἀλήθεια (alētheia): in the Church Age, to acquire divine instruction from the teaching ministry of the Holy Spirit ], and the truth will make you free [ future active indicative of ἐλευθερώω (eleutherōō): to set free from the slavery of the cosmic system ].” (EXT)

34. The Greek noun, **ἀλήθεια (alētheia)**, is a compound of the alpha privative, “ἀ,” which is a negative, followed by the noun, -λήθεια which refers to something that is concealed. The alpha cancels the noun so that its definition reveals things that previously were concealed and not open for discovery.
35. Therefore, *alētheia* means “not concealed” so that what is said is absolute, unalterable truth, free from error or falsehood. By the use of this word, the speakers and writers within Scripture are confirmed by the Holy Spirit to have spoken or written the truth which may be accepted as irrefutable, indisputable, and unquestionable.

