

Sunday, September 28, 2014—Grace Life School of Theology—*Grace History Project*—Lesson 146  
 Sonship Edification: General Timeline and Overview of Key Concepts, Part 2

*Note: These notes are a continuation of [Lesson 145 Sonship Edification: General Timeline and Overview of Key Concepts, Part 1](#).*

### **SE's Edification Curriculum**

- II Corinthians 11:3—one of the red flags for me regarding SE is its lack of simplicity. Not only does it have its own private vocabulary but it also contains a detailed edification complex or “curriculum.” According to SE, it is only by following the “curriculum for our Godly edification” that one is prepared for “laboring with our heavenly father in his business.” This “curriculum” is found in Paul’s church epistles, i.e., Romans through II Thessalonians. The “curriculum” for our “sonship education” which directly impacts ones “sonship vocation” in eternity begins in Romans which is viewed as the “establishment” book.
  - Romans 1-5—Justification
  - Romans 6-8:13—Sanctification
  - Romans 8:14-15—Sonship Orientation (Capstone of Santification)
  - Romans 8:16-39—Sonship Establishment
  - Romans 9-11—Dispensational Establishment
  - Romans 12:1-II Thess. 3:18—Sonship Education
- The “curriculum for our Sonship Education” is further divided into three levels: Level 1, Level 2, and Level 3. Each “level” is complete with its own attainments and checkpoints that one needs to pass before moving on to the next level. Likewise, each Level contains two “phases” that one moves through as they advance through each level.
- As one advances through the “curriculum for their Sonship Education” they begin as an Adopted Son at the beginning of Level 1 and move through four more “appellatives” as they advance through the various phases and levels of the “curriculum:” Simple Son, Young Man, Wise Man, Man of Understanding.
  - **“Simple Man: Educated within Romans through Galatians”**—this doctrine deals with a son in the first stage of sonship; this is the foundational doctrine for the saint to get his education properly underway. This doctrine also goes over God’s wrath against man’s ungodliness, Israel’s blindness, and conduct issues within the church, these saints are called “babes” and “foolish.”
  - **Young Man: Educated within Ephesians though Colossians**—this is where a son begins to learn to think like God does, this is why Paul goes over “knowledge” and “wisdom,” and his desire for us to have his understanding in it.

Wise Man: Educated within I Thessalonians through II Thessalonians—this is when a son learns to do things God’s way, he now understands how God’s word can work “effectually” within him, and how to apply it within his life as a son.

Man of Understanding: Educated within in I Timothy through Philemon—now the son has the ability to be fully utilized by God the Father in His business, he can now work together with God in what He is doing, he can now teach the doctrine as a father, and establish other saints in the doctrine for their souls.” (Jones, 28)

- All of the phases, levels, and appellatives that comprise the “curriculum for our Sonship Education” found in Paul’s church epistles (Romans—II Thessalonians) are gleaned from the “table of contents” found in Proverbs 1:1-6, according to SE.
  - See PowerPoint slides for examples.
- SE views edification as a progressive process as one advances through the “curriculum.” This is similar to how the public education system works. One starts out in elementary school, moves on to junior high, and finishes up their mandatory education with high school. Each level contains “curriculum” that is relevant to the age and maturity level of the students. For example, one must learn to add, subtract, multiply, and divide before studying algebra and geometry.
  - “As you are beginning your education, one of the things you need to get firmly settled in your mind, first and foremost, is that this process has to follow a very certain pattern and curriculum. And so, as you begin to be introduced to particular subjects, you will see that you are not taught certain things in Romans. You will be taught them later, let’s say in Ephesians for instance. You will be prepared for them in Romans, but you are not taught them in Romans.

Moreover, you will have problems if you are trying to teach them in Romans because Paul and the Holy Spirit do not see fit to teach them here, and there is a reason for that. You understand this concept even in a secular context when it comes to teaching. You would not teach advanced calculus or quantum physics if you were teaching an introductory course on mathematics. You have a basic introduction to the subject, Math 101 for instance, and you then progress through the information.

Oftentimes what will happen is that when we are back in Romans, we many want to run to other information and doctrine that is sitting in more advanced curriculum of the later epistles to attempt to explain that portion of scripture, but this is really not how it is happening doctrinally. You can’t do it because the doctrine is sitting here in Romans. This is where the explanation of the particular Romans doctrine is occurring and this is where you will first need to be “grounded” before moving on. When you get to the advanced curriculum, that is taking into account that you already have that background and foundation laid. So all you have in the advanced epistles is a review of certain issues, just like you are dealing with advanced mathematics courses. It will take for

granted that you understand some basics about addition, subtraction, multiplication, fractions, certain equations and so on and, in light of that, you will then be able to go on and build that host of doctrine upon that base of knowledge. . .

And so it is important that you follow Paul's teaching pattern in this regard because you will get yourself into a mess if you don't. It will be frustrating as well, because there are things you have not been properly prepared for yet, and therefore will not have your thinking properly ordered with its designed results if you just jump ahead without regard to the curriculum. As you continue on in your education, you will find that there are things that Paul will withhold. There are things that he would not share with Corinthians or exposit for them because they were not prepared to receive them yet. There is a definite process that you will go through in your education curriculum and this must be appreciated for the word to do its designed effectual work in you." (Busch, 15-169)

- See PowerPoint slide of Michigan Merit Curriculum for Social Studies.
- So according to SE, verses and passages are studied in light of their "sense and sequence" or location in the "curriculum." For example, Paul will mention a doctrine in Romans but not fully expound it because the saint at the Romans level of edification is not yet ready for the "advanced" truth. Moving ahead in the "curriculum" is frowned upon because people will get doctrines out of "sequence" and will not be able handle them. Consequently, particular doctrines will not be able to effectually work in them.
  - "You could say that Level One concerns itself with Godly Thinking, Level Two concerns itself with Godly Living, and Level Three concerns Godly Labor. By saying it that way, I do not mean that you cannot labor with God in Level Two of sonship, of course you can. But once that education itself is over (Level Two) an entirely different role is filled by the son; that of being a father." (McDaniel, Sonship Establishment, Part 3 (01-02), page 2)
- To illustrate this "sense and sequence/curriculum" approach to Bible study please consider the following comments made by Mike McDaniel regarding the armor of God.
  - "Also, in Phase 2 of Level 2, you are, in view of the escalated attacks against you, told to put on the "whole armor of God." It is not just "put on the armor of God," but "put on the whole armor of God." The reason it says it that way is because you already have on part of the armor.

You will have put on part of that armor back in Level 1, in Romans 13, where you put on the armor of light.

Romans 13:12 The night is far spent, the day is at hand: let us therefore cast off the works of darkness, and let us **put on the armour of light.**

In Level 1, you need the armor of light, but in Level 2, you are told you will need the “whole” armor. You had part of it, but in Level 2, you will need it all. And that is because the attack is going to escalate to such a degree that you are going to need all of the armor.” (McDaniel, Sonship Orientation—Lesson 95, Page 6)

- Most importantly, this “sense and sequence” “curriculum” model of exposition is not specifically spoken in the Bible. In addition, it is also contrary to the “normal” hermeneutical practices of Bible study that led to the resurgence of the Pauline Grace Message in the first place: 1) literal reading, 2) comparing Scripture with Scripture, 3) dispensational approach. This “curriculum” approach actually serves to isolate words, concepts, contexts, and texts because of where they fall in the “sense and sequence” of the “curriculum.” Furthermore, despite constantly telling their audience not to “move ahead in the curriculum,” the major advocates for SE are constantly not heeding their advice by “moving people ahead” to teach doctrine. It appears that this rule can be broken by how one is properly edified.

### **Works Cited**

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