

2: Like unto a Leopard

Greek Philosophy and its Effects.

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The Beast of Revelation 13—what is it telling us?

Revelation 13:1, 2. And I stood upon the sand of the sea, and saw a beast rise up out of the sea, having seven heads and ten horns, and upon his horns ten crowns, and upon his heads the name of blasphemy. 2 And the beast which I saw was like unto a leopard, and his feet were as the feet of a bear, and his mouth as the mouth of a lion: and the dragon gave him his power, and his seat, and great authority.

Feet of Bear=Cruelty and infallibility

Jeremiah 50:42 They shall hold the bow and the lance: they are cruel, and will not shew mercy: their voice shall roar like the sea, and they shall ride upon horses, every one put in array, like a man to the battle, against thee, O daughter of Babylon.

Daniel 6:8 Now, O king, establish the decree, and sign the writing, that it be not changed, according to the law of the Medes and Persians, which altereth not.

Mouth of Lion=forcing others consciences—church and state; Daniel 3 – forcing all to worship in their way or else.

Like unto a leopard=Greek education and philosophy is the foundation of the Papacy AND all our modern world! Not one of us is exempt from its influence—so let's take a quick look at just what that influence is and how it affects even the very elect.

It is opposite to Christianity

It brought about the Great Apostasy with its church and state combination.

Our system of Education is based on it

Through it man's Imagination is magnified—story telling, acting, fiction—the so-called classics are vile stories of the Greek gods.

It debases man morally

An evil heart of unbelief is the fruit of it. Our corrupt society is the result of it

Hebrews 3:12. Take heed, brethren, lest there be in any of you an evil heart of unbelief, in departing from the living God.

The Bible is *the* Book of Christianity. When Christianity, as such, began in the world, the Word of God was its educational Book. That which is not Christian, is not becoming to Christians.

The morning star of Christianity in modern times, John Wycliffe stated: "There is no subtlety, in grammar, neither in logic, nor in any other science that can be named, but that it is found in a more excellent degree in the Scriptures."

However, when the white horse of the first seal galloped forth with light and power into the world of the 1st century, there was at that time in the world something which claimed to be education; and not just education, but the only education in any true sense.

This, which was accepted by the world as the only true education, had to be met by Christianity. And on this as in all other things, Christianity and the world were at direct opposites.

1 Corinthians 1:23 But we preach Christ crucified, unto the Jews a stumblingblock, and unto the Greeks foolishness;

Christianity and this other education met at what was then the three great educational centers of the ancient world. We know how entirely at opposites they stood, because we have the words of Inspiration on the subject, which tell us exactly what this education, as held by the world, really was.

Corinth was one of the three educational centers in the world. "Corinth was the Vanity Fair of the Roman Empire; therefore, at once the London and the Paris of the first century after Christ." -- Farrar.

The apostle to the Gentiles spent eighteen months planting Christianity in that center of the world's education; and when he left, he wrote these words about heathendom and its system of education;

"After that in the wisdom of God the world by wisdom knew not God, it pleased God by the foolishness of preaching to save them that believe." 1 Corinthians 1:21.

The world had reached the point where it did not know God; and it was "by wisdom" that the world reached this point. It was "by wisdom" that the world was caused not to know God.

That wisdom was the world's philosophy, the world's science, the world's education. Inspiration plainly shows that what was accepted by the world as education, was itself the means of their not knowing God. Even Before Christianity--We know it was largely the influence of Greek education that caused the Jews to fail to recognize their Messiah!

It is opposite to Christianity

Christianity is the definite and certain knowledge of God. How could any two things be more opposite than a system which causes men definitely and certainly to know, and a system which definitely causes men not to know?

Ephesus was another of the three educational centers of the world. It was the most magnificent of the magnificent cities of Asia. Its markets glittered with the produce of the world's arts and were the Vanity Fair of Asia.

In that cultured and educated city, the great apostle to the Gentiles, conducted a Christian school; first in the synagogue "for the space of three months," and afterward, "when divers were hardened, and believed not, but spake evil of that way before the multitude, he departed from them, and separated the disciples, disputing daily in the school of one Tyrannus. And this continued by the space of two years." Acts 19:9, 10.

He was establishing a distinctly Christian education as against a distinctly Pagan education.

What led to this specific school of Christian education was that "divers were hardened, and believed not." So from these Paul separated the disciples who believed, and taught them daily in the school of Tyrannus the way of Christian education, and many of the Gentiles of that cultured city became Christians.

Paul wrote to the Ephesians the following earnest words: "This I say therefore, and testify in the Lord, that ye henceforth walk not as other Gentiles walk, in the vanity of their mind, having the understanding darkened, being alienated from the life of God through the ignorance that is in them, because of the blindness of their heart." Ephesians 4:17, 18.

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These Gentiles of Ephesus were alienated from the life of God. It was ignorance that was the cause of their separation from the life of God. But Ephesus was a center of education; and it was precisely that education that caused their alienation from the life of God.

Inspiration declares that they were alienated from the life of God through the ignorance that was in them. It is perfectly plain, that Inspiration defines their education to have been ignorance.

Athens was the third of these great centers of the world's education. Athens was more than this: she was the mother of the then world's education; even more than that: she was the mother of that which has been the world's education to this day.

So to Athens also went the great apostle to the Gentiles. There he was brought before the Supreme Court, as a "setter forth of strange gods." And twice in his speech before the assembled crowd, Inspiration uses the precise word that was used with reference to the world's education in Ephesus.

"Ye men of Athens, I perceive that in all things ye are too superstitious. For as I passed by, and beheld your devotions, I found an altar with this inscription, TO THE UNKNOWN GOD. Whom therefore **ye ignorantly worship**, Him declare I unto you. Acts 17:22, 23

"Forasmuch then as we are the offspring of God, we ought not to think that the Godhead is like unto gold, or silver, or stone, graven by art and man's device. And the **times of this ignorance** God winked at; but now commandeth all men everywhere to repent; because He hath appointed a day, in the which He will judge the world in righteousness by that Man whom He hath ordained; whereof He hath given assurance unto all men, in that He hath raised Him from the dead." Acts 17:29-31.

They had erected an altar in honor of the unknown God. In this, they "ignorantly worshiped." That city was wholly given to idolatry, for it was full of idols of gold, or silver, or stone, graven by art and man's device, expressing their ideas of God; and "the times of this ignorance" God endured, but now commanded "all men everywhere to repent" of this "ignorance."

Don't forget that all this was the central part indeed, of the education Athens imparted, of which she was the mother. For that education culminated in art; **that art was idolatry**; which was but the manifestation of ignorance. Therefore, again it is demonstrated that the world's education, Greek education, at that time, was only ignorance.

When you think how much Athens prided herself upon the education which she gave to the world, imagine the depth of the spirit of their mockery in response to the word of a despised Jew, standing before them and defining it all as "ignorance," and calling upon them to repent of their education.

Yet ignorance is precisely, and only, what it was. That alter with its inscription "TO THE UNKNOWN GOD," was but a monument erected to their ignorance.

Socrates was the great educator of Greece; and Greece, through Plato and Aristotle, was the educator of the world. "Socrates was not a 'philosopher,' nor yet a 'teacher,' but rather an 'educator,' having for his function 'to rouse, persuade, and rebuke.'" -- Plato, Apology, 30 E.

So in examining his life's work, it is proper to ask, not, 'What was his philosophy?' but, 'What was his theory, and what was his practice of education?' "Socrates' theory of education has for its basis a PROFOUND AND CONSISTENT SKEPTICISM.

"Taking his departure from some apparently remote principle or proposition to which the respondent yielded a ready assent, Socrates would draw from it an unexpected but undeniable consequence which was plainly inconsistent with the opinion impugned. In this way, he brought his interlocutor to pass judgment upon himself, and reduced him to a state of 'doubt,' or 'perplexity.' 'Before I ever met you,'

says Meno in the Dialogue which Plato called by his name, 'I was told that you spent your time in doubting, and leading others to doubt; and it is a fact that your witcheries and spells have brought me to that condition.'" -- Encyclopedia Britannica, article "Socrates."

Plato was the pupil and reporter of Socrates. Socrates himself left no writings. It is to Plato that the world owes almost all that it knows of Socrates, especially as to his "philosophy." Thus, in the field of philosophy, speculation, metaphysics, Plato is the great voice and continuator of Socrates.

Aristotle was a disciple of Plato; but he broke away from the particularly philosophical and metaphysical speculations of his master, and turned especially to science and physics. Plato leaned to having all things culminate in philosophy. Aristotle leaned toward having all things culminate in science: he would "reduce even philosophy to science." And Aristotle like Plato continued in education the identical principle of education which was entertained by Socrates and continued by Plato: that doubt is the way to knowledge. For with Aristotle it was a maxim that "to frame doubts well" is a service to the discovery of truth.

Thus, then, as stated concerning Socrates, the basis of the whole theory of Greek education, both in science and philosophy, was "doubt," -- "a profound and consistent skepticism." Indeed, the principal idea of that philosophy is expressed in the word "doubt." The history of philosophy is but the history of doubt.

Now, the essential characteristic and quality of doubt is that it definitely causes him who exercises it, not to know. So long as any one doubts a thing, he can not know that thing. And not to know, is simply ignorance.

Since, therefore, the basis of the great Greek educator's theory of education was "doubt," -- "a profound and consistent skepticism;" and since the essential quality of doubt causes him who exercises it not to know; it follows that Greek education, being founded in doubt, and built up through doubt, was essentially ignorance. And Inspiration pierced to the very core of the whole system when it repeatedly defined that education as "ignorance." And the word "ignorance" was definitely chosen by the Spirit of Inspiration simply because it really defined the thing.

If we are told that which is veritably true, the essential truth of God; yet if we doubt it, and so long as we doubt it, we never can know it. Therefore, doubt is really only the open door to ignorance.

Also, we may be told that which is altogether false, an outright lie; yet though we believe it implicitly, we never can know it--for the simple reason that it is not so; and it is impossible to know what is not so.

Truth and Faith

Therefore there are just two things which are essential to knowing. These two things are truth and faith.

Truth and faith are the two essentials to knowledge: and the first of these in order is truth.

As we said, no matter how much we may believe that which is not so, we never can know it. Therefore, since that which is believed must be true in order to be known, it follows that truth is the first essential to knowledge. And since even the sincerest truth, when told, can not be known without our believing it, it follows that the second essential to knowledge is faith.

Truth and faith, therefore, working together -- the truth believed -- is the way to knowledge.

We can show this by an experience familiar to almost all--learning to read. The truth is that A is A. We were taught that truth, we believed this truth, and thus only, we know that A is A. If we had not believed that truth when we were told it, we should not now know that A, B, C, D, etc., are what they are; and

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had we never believed this, we never could have known it. If we had asked for proof as a basis for belief, we never could have had it, and so never could have believed, and so never could have learned to read. We could have had no proof, apart from itself, that A or any other letter of the alphabet is what it is.

There is proof of this, but the proof is in the letter itself; and by believing it, by receiving it for what it is, we obtain the knowledge; and in this knowledge and by experience we obtain the proof. For in each of the letters of the alphabet there is a value which responded to our belief: a value which has never failed and which never will fail us. We know that each of the letters is what it is: and all the philologists, philosophers, and scientists in all the world could not convince us that any letter of the alphabet is other than what it simply is. And yet the means by which we know this, is simple belief of a simple truth.

The first two letters of the Greek alphabet are Alpha and Beta. Dropping the "a" from Beta, these two Greek letters give us our word Alpha-bet. This word "alphabet" signifies all the letters of the English language. How come, when the word itself comes from only the first two of the letters of the Greek language?

It comes in a very simple way. In our language if wish to ask if a person knows, or to say he does not know, the alphabet, we don't say, "Does he know the alphabet?" or, "Does he know the A B C D E F G H I J K L M N." and so on through to "Z?" We ask, "Does he know his A B C's or not?"

The Greeks did the same: they did not say, "Does he know the Alpha, Beta, Gamma, Delta, Epsilon," and so on to "Omega?" but simply, "Does he know the Alpha Beta?" This Greek abbreviation of the whole list of the letters of that language into only "Alpha Beta" comes down to us with the dropping of the "a" and becomes our word "alphabet."

If we want to say a person knows little or nothing on a subject, we say, "He does not know the A B C of it." The Greeks had the same, "He does not know the Alpha Beta of it." If someone knows something well we say, "He knows if from A to Z," or, old style, "from A to Izzard." The Greeks said, "He knows it from Alpha to Omega" -- he knows all there is to be known of it.

Revelation 1:8 I am Alpha and Omega, the beginning and the ending, saith the Lord, which is, and which was, and which is to come, the Almighty.

Jesus is the Alphabet of God. "Alpha and Omega" signifies the whole alphabet; all there is in the Greek language. "A to Z" signifies the whole alphabet; all there is in the English language. Jesus Christ, the Alphabet of God, embraces all that there is of the language or knowledge of God. In Jesus Christ, the Alphabet of God, there are "hid all the treasures of wisdom and knowledge" that there are in the universe of the language of God. (By the way, this is the answer to what the Alpha & Omega Apostasy is—it is a continuum culminating in the final rejection of God's truth!)

And this Alphabet of God is learned the same way as is the alphabet of Greek, or English, or any other language. The Alphabet of God is the truth. We believe that truth and thus we know that He is what He is. There is proof of this, but the proof is in Himself. By believing this Alphabet, by receiving Him for what He is, we obtain the knowledge; and in this knowledge and by experience of it, we have the constant living proof.

For in this Alphabet of God, in each letter, yea, in each jot and tittle, there is a value that responds to our faith: a value that never has failed, that never will fail, and that never can fail, to respond to any man's belief of that Alphabet. To him who thus knows the Alphabet of God, all the philosophers and all the scientists and all the unbelievers in all the world can not prove to him that any part of this Alphabet is not what He is. Indeed, any one attempting to prove any such thing only thereby reveals the fact that he does not yet know the true Alphabet: he does not yet know his A B C's.

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It is only as a little child that any one can learn, the alphabet of the English language. Though a man were a thousand years old, and fully possessed of all his faculties, and yet did not know the A B C's, he would have to become as a little child in order to learn it. To receive the knowledge that A is A: he would have to simply believe it as does the little child, and by believing that each letter is what it is, when he was told, he would know. If he should refuse to believe this, by his unbelief itself, he would be condemned never to learn to read, and everlasting loss of all the treasures of wisdom and knowledge that are hid in the world of English.

So it is with the Alphabet of the language and knowledge of God. It is only by believing this Alphabet that any person can ever know Him. If any one refuses to believe, he can not know.

This is why the Word says: Hebrews 11:6 "But without faith it is impossible to please him: for he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him." Whosoever believeth not condemns himself to everlasting loss of all the treasures of wisdom and knowledge of God: all of which lie hidden in the Alphabet of God.

Jesus Christ announced the eternal principle of true learning when He declared, "Whosoever shall not receive the kingdom of God as a little child shall in nowise enter therein." The little child does receive the kingdom of God. He receives it by simply believing the simple statement of the Word of the kingdom.

To receive the kingdom of God, and to know the Alphabet of God, is as easy as to know the A B C's. Therefore to learn, not as a philosopher, but as a little child, is the true way to knowledge. The truth and faith, working together -- the truth believed -- is forever the true way to knowledge.

When God seeks to save the world from the ruin of ignorance, He presents to the world the truth to be believed. "For after that in the wisdom of God the world by wisdom knew not God, it pleased God by the foolishness of preaching [the preaching of the Word, which is the truth: the preaching of Christ, who is the Truth] to save them that believe. For the Jews require a sign, and the Greeks seek after wisdom; but we preach Christ crucified, unto the Jews a stumbling-block, and unto the Greeks foolishness; but unto them which are called, both Jews and Greeks, Christ the power of God, and the wisdom of God." 1 Corinthians 1:21-24.

We have the word of Inspiration that it was by wisdom that the world knew not (was ignorant of) God. We have also read the words of Inspiration that the Gentiles were alienated (separated, cut off) from the life of God, through the ignorance that was in them.

We have seen that in the wisdom of God, the world's wisdom was ignorance. Not only was the world in its ignorance alienated from the life of God, but that it was by this ignorance itself that the world was alienated from the life of God.

Since it is the characteristic of ignorance to separate men from the life of God; on the other hand, it is the characteristic of knowledge that it joins men to the life of God, which is eternal life. It is written; "This is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent."

This is also true; "This is life eternal, that they might know." So as ignorance, is the product of doubt, by which men can not know, and it alienates men from the life of God; so knowledge, being the product of faith in the truth, by which men certainly know, unites men to the life of God.

This contrast between the world's ignorance and God's knowledge is clearly drawn in 1 Corinthians 1:18-29.

18 For the preaching of the cross is to them that perish foolishness; but unto us which are saved

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it is the power of God.

19 For it is written, I will destroy the wisdom of the wise, and will bring to nothing the understanding of the prudent.

20 Where is the wise? where is the scribe? where is the disputer of this world? hath not God made foolish the wisdom of this world?

21 For after that in the wisdom of God the world by wisdom knew not God, it pleased God by the foolishness of preaching to save them that believe.

22 For the Jews require a sign, and the Greeks seek after wisdom:

23 But we preach Christ crucified, unto the Jews a stumblingblock, and unto the Greeks foolishness;

24 But unto them which are called, both Jews and Greeks, Christ the power of God, and the wisdom of God.

25 Because the foolishness of God is wiser than men; and the weakness of God is stronger than men.

26 For ye see your calling, brethren, how that not many wise men after the flesh, not many mighty, not many noble, are called:

27 But God hath chosen the foolish things of the world to confound the wise; and God hath chosen the weak things of the world to confound the things which are mighty;

28 And base things of the world, and things which are despised, hath God chosen, yea, and things which are not, to bring to nought things that are:

29 That no flesh should glory in his presence.

The Great Apostasy

IN spite of the vast contrast repeatedly drawn in the Scriptures between Greek ignorance and Christian knowledge, Christianity had barely become rooted in the world before there were those amongst the Christians who inclined to the world's way, and claimed virtue for Greek ignorance. And this was the origin of the great apostasy.

Less than fifty years after the death of the last of the apostles, this apostasy had become so prominent that there were schools of it conducted under the Christian name and passing for Christian schools. The leaders in this made the so-called philosophy of the world their standard. They regarded Plato as "wiser than all the rest, and as especially remarkable for treating the Deity, the soul, and things remote from sense, so as to suit the Christian scheme." -- Mosheim.

The eventual result of all this is expressed in the one word; "Papacy," as it has been, and as it is.

Then a perfectly logical thing occurred: In order to be "scientific," the apostasy adopted that pagan science falsely so called. Then, when she had filled the world with this pagan ignorance, she turned on true Christianity in its simplicity and denounced, prohibited, and persecuted it. Loud as the lion and cruel as the bear; truly she is like unto a leopard!

In the great Reformation, when Luther began to preach Christianity, and to introduce Christian education anew into the world, he was compelled to meet, to renounce, and to denounce, Aristotle, and other teachers of "a deceitful-philosophy."

"Do not attach yourself to Aristotle, or to other teachers of a deceitful philosophy; but diligently read the Word of God." "Aristotle, that blind heathen, has displaced Christ."

But centuries before, Paul had written: Colossians 2:8 Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ.

Our Day

To professed Protestantism to-day, the Bible is not held in any true sense as an educational book. The science of the unbelieving world, the philosophy and the literature of ancient Greece and Rome, have a far larger place than has the Bible, in that which is recognized as education.

The highest course in college or university is the classical; and this course derives its title of "classical" from the fact that the literature of Greece and Rome is the predominant element in the course. This is true, even with those who are studying for the ministry of the gospel of Christ. But how the study, for years, of literature which is essentially Pagan can be a preparation for the preaching of the Christian gospel, no one has attempted to explain.

Not only is worldly science and Pagan literature placed above the Bible, in education; but the very theory of education held by Socrates, and continued by Plato and Aristotle, "doubt," "a profound and consistent skepticism," is held to-day in the education recognized by the church, in school, college, university, and even in the theological seminary. Cemetery: where faith lies buried.

In every sphere of investigation, the student is taught and expected to "begin with doubt."

And yet the truth of God, given in His own Word, is that "without faith it is impossible to please Him;" and "whatsoever is not of faith is sin."

Since God has stated that "without faith it is impossible to please Him," and "whatsoever is not of faith is sin;" and since, in the theological seminaries of professed Christianity, the student is expected, "in every sphere of investigation," to "begin with doubt," it is certain that in that system of education, every student is systematically taught to begin in the way in which it is impossible to please God, and which is only the way of sinning. And this as the preparation for the ministry of the gospel!

"We ask that every student of theology take up the subject precisely as he would any other science: that he begin with doubt, and carefully weigh the arguments for every doctrine, accepting or rejecting each assertion, according as the balance of probabilities is for or against it. We demand that he thoroughly 'test all things,' and thus learn how to 'hold fast that which is good.' We believe that even the teachings of Jesus should be viewed from this standpoint, and should be accepted or rejected on the ground of their inherent reasonableness." *The North American Review for April, 1900, "The Scientific Method in Theology," written by a professor of philosophy.*

Thus, reason being set above Jesus Christ; to analyze, to criticize, to judge, His teachings, for acceptance or rejection, as the individual's doubting reason shall decide. This is to set reason above God: which, in turn, is to put reason itself, in the place of God as God.

So then they exult the idea of forming a hypothesis. What is that? A hypothesis is a supposition, a guess, or conjecture about something. Every hypothesis, however formed, is always the product of the constructive imagination.

That which was as plainly true and easily to be understood as that A is A, was not allowed to remain plain and simple knowledge. It must first be doubted, and then through a process of hypothesis, premise, and conclusion, and then a new premise and conclusion, must be reasoned out to a final conclusion, and so "demonstrated." And thus that which was simple truth, and easily known if only believed, was overshadowed and utterly vitiated by their doubting and skeptical reasoning. Thus truth, faith, and knowledge were annihilated; and in their place was substituted falsity, doubt, and ignorance.

"When they knew God, they glorified Him not as God, neither were thankful; but became vain in their imaginations, and their foolish heart was darkened. Professing themselves to be wise, they became fools, and changed the glory of the uncorruptible God into an image made like to corruptible man, and

to birds, and four-footed beasts, and creeping things." Romans 1:21-23.

What did Greek Education lead to?

What did Greek education accomplish for the Greeks, both directly and ultimately?

It can never be denied that intellectually, Greek education carried the Greeks to the highest point that has ever been attained in this world in education that was only human. The Greek language was developed by the Greek mind to the point wherein it excelled all other human language in its capacity and facility of expressing distinctions of thought. Of this is said that "It traces with ease distinctions so subtle as to be lost in every other language. It draws lines where all other instruments of the reason only make blots."

In art, whether sculpture or architecture, the Greek education developed a standard that has never in the world been equaled. In physical culture, the development of the human form, also, Greek education attained the highest point that has ever been reached by any nation.

All this, Greek education undeniably did for the Greeks. But what did it do for them morally? intellectual attainments that developed the fullest of all human languages, the most consummate skill in art, and the completest symmetry of the human form, what did this develop as to character?

It is impossible to walk amongst even the ruins of Greek art without being constantly offended with the portrayal and deification of drunkenness and lust in the otherwise marvelous productions. In poetry, the highest form of that wonderful language, it is the same. The Greek poets developed a mythology in which the gods were portrayed as perpetually indulging the basest of human passions, and in which every idea of divinity was debased to the most degraded level.

And what did this education, literature, art, physical culture, and all that it produced, do for the Roman people when adopted by them? Deep-dyed as was the iniquity of Rome before she expanded into Greece, yet this iniquity was only given a deeper touch by that which was derived from Greece. The world knows the ultimate results: Greece and Rome perished so entirely that no part remained. The people of Greece to-day are not Greeks; the Greek nation to-day is not Greek. The people of Rome are not Romans. The world knows that Greece and Rome were annihilated by the flood of the barbarians.

Annihilation being the result of Greek education to both Greek and Roman, what can we expect in a society, a nation, or a church, which adopts the Greek educational method? So what can we expect from a system that worships man's frail reason over God; which exalts doubt as the highest value; which glorifies man's imagination and exalts fiction and unreality and raises their children on it?—only total darkness; degradation and annihilation!

Emperor's New Clothes. Only as a little child can we see truth in its simplicity.

Not one jot or tittle would pass from the law -- God's Word; Not one stone left upon another – Man's devices

Benediction:

Search us, O God, and know our heart: try us, and know our thoughts: 24 And see if there be any wicked way in us, and lead us in the way everlasting. AMEN Psalm 139:23, 24

Note: some material for this presentation is drawn from A T Jones' book on Christian Education.

Greek influence in eastern religions.

Socrates 469 / 470 BC S born

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399 BC (age approx. 71) S died

Plato-348-347 BC

Died 378-347 BC

Siddhartha Gautama: Born S-G 563 BCE

Died 483 BCE nothing written down until 400 years Later!