

Professor Kaufman Kauffman Kaufmann of Princeton Univ<sup>o</sup> has dealt very well with the matter of schools of philosp philosophy. In one of his books he has stated that usually when lesser men succeed in finally gaining a comprehension of the idea of some prominent philosopher they have by this time so exhausted themselves that it is impossible for them to do more than simply mimic his words, and thus his teaching is passed on ~~uncritically~~ uncritically until it is superseded by another school of ~~philosp~~ philosophy.

Schools of philosophy are like the waves of the sea, ~~pouring~~ pouring in upon the shore and then passing out receding as a newer wave comes. ~~They~~ Philosophy (2nd) Philosophies in the larger sense is to a large extent an attempt to explain matters that cannot be proven from factual evidence, and dealing with data with which there is not data (nc) available. ~~But~~ Study of these attempts to explain the universe are is fascinating, and those who become interested in them find themselves ~~■~~ absorbed, but there is a question how much of value is accomplished by ~~ix~~ their ~~f~~ efforts.

When it comes to trying to understand the universe in which we live, where did ~~f~~ it come from, what is its meaning, what is the meaning of existence anyway. What purpose does it all ~~have~~ have? has it all? What is its ultimate destiny? There is only one source of knowledge. Man has no direct access to the facts in these regards. He must gain his knowledge ~~from~~ by a revelation from one One ~~wh~~ wh knows. There is one such revelation, the Bible. If one attempts to answer these questions by careful study of the ~~Bib~~ Bible his results are today called "theology" rather than "philosophy." philosophy. Thus the philosopher tends to leave the ~~attempts~~ attempts to ~~xxx~~ look to the Bible for evidence entirely entirely to the theologians, and to deal only with what is/speculative. ~~and-imaginative~~

~~f~~ This puts the average C most Chn<sup>o</sup> teachers of philosophy into a dilemma. If a man is to take a thoroughly Chn<sup>o</sup> viewpoint, but to devote himself to teaching philosophy in the ~~usual~~ usual present sense of the word, his important task is mainly principally a negative one: to show that ~~f~~ attempts to explain