b. Example of Alexandrian allegory: Papyrus Michigan, Inv. 3718 (again from Froehlich, pp. 79-80). (Matt. 19:24) It is easier for a camel to go through the eye of a needle than for a rich man (to enter) the kingdom of heaven. The camel is Judas; the needle's eye, salvation; the rich man, the devil. (Matt. 13:33) The kingdom of heaven is like leaven which a woman took and hid in three measures of meal. The leaven is the Spirit; the woman, Mary; the meal, the body; Christ; the three measures, the tomb. (John 2:1) On the third day there was a marriage at Cana in Galilee. the day is Christ; the third, faith; the wedding, the calling of the Gentiles; Cana, the church. (Prov. 10:1) A wise son makes a glad father, but a foolish son is a sorrow to his mother. The wise son is Paul; the father, the Savior; the foolish, Judas; the mother, the church.

3. The Antiochene school—the school of Alexandria was opposed by a rival school at Antioch. The high point of this institution came in the fourth century through the influence of Diodore of Tarsus and a number of his students like Theodore of Mopsuestia, John Chrysostom, and Theodoret of Cyrrhus.

The Antiochenes consciously opposed themselves to the allegorical approach of the Alexandrians which they regarded as simply uncontrolled speculation. To the concept of allegory they opposed their own idea of *theoria*. Like allegory, this theory was a higher sense of Scripture; nevertheless, there was a difference:

"... in Alexandria, history was subordinated to a higher meaning; the historical referent of the literal event took second place to the spiritual teaching intended by the divine author. In Antioch, the higher theoria remained subject to the foundational historia, the faithful (or sometimes even fictional) account of events; deeper truth for the guidance of the soul took second place to the scholarly interest in reconstructing human history and understanding the human language of the inspired writers" (Froehlich, Biblical Interpretation, p. 21).