

# DOWNLOAD PDF WILSON, R. D. IS THE HIGHER CRITICISM SCHOLARLY?

## Chapter 1 : Historical criticism - Wikipedia

*The following information is compiled from "A Scientific Investigation of the Old Testament," by R.D. Wilson (there are two editions, and I'm privileged to have a reprint of his first edition), "Is Higher Criticism Scholarly," also by Wilson, and "Which Bible," by David Otis Fuller.*

**Sigillography** Source criticism in the arts The responsibility of the connoisseur is, besides appraising quality, attributing authorship, supplying a date and verifying authenticity of works of art. Many research methods are used. For example, detailed knowledge about the colors, papers, and other materials used by artists is systematically collected by the connoisseur. Not only from what factory a piece of paper was made and when it was made, but also where the artist bought it and how often and how much he used to buy. By combining many kinds of evidence in this way an empirical argument about the age of a given work may be established.

**Source criticism in astronomy** Although the term "source criticism" is not used in this domain has the reliability of observers been carefully studied in association with the concept personal equation.

**Source criticism in Biblical studies** Main article: The term "literary criticism" is occasionally used as a synonym. It was subsequently considerably developed by German scholars in what was known as "the Higher Criticism", a term no longer in widespread use. The ultimate aim of these scholars was to reconstruct the history of the biblical text, as well as the religious history of ancient Israel. Related to Source Criticism is Redaction Criticism which seeks to determine how and why the redactor editor put the sources together the way he did. Also related is form criticism and tradition history which try to reconstruct the oral prehistory behind the identified written sources.

**Source criticism in journalism** Journalists often work with strong time pressure and have access to only a limited number of information sources such as news bureaus, persons which may be interviewed, newspapers, journals and so on see journalism sourcing. Journalism fraud

**Source criticism in legal studies** The most important legal sources are created by parliaments, governments, courts, and legal researchers. They may be written or informal and based on established practices. In assessing the relative value of different kinds of information sources and evidence are court decisions always decisive – directly or indirectly. The discussion of the relevance and importance of kinds of sources must be seen as what kind of evidence is most important in court rooms, both in a descriptive way what do courtrooms actually use and in a normative way what should courtrooms ideally use. Although legal information is mostly used outside courtrooms, its relevance and validity is tested by its use in courtrooms or as thought experiments: What would be the case if tried in court. Different views concerning the quality of different sources is related to different legal philosophies: Legal positivism is the view that the text of the law should be considered in isolation, while legal realism, interpretivism legal, critical legal studies and feminist legal criticism interprets the law on a broader cultural basis.

**Evidence law** Source criticism in medicine In medicine there is today a strong school of thought termed "evidence based medicine" EBM. Here have very explicit criteria been developed on how to evaluate documents, including a hierarchy of evidence. EMB may thus be seen as a theory about source evaluation in medicine a theory connected with empiricism. Riegelman Studying a Study and Testing a Test: How to Read the Medical Evidence. Is a general text about critical reading in medicine. Literature and references Anderson, Richard C. Schema-directed processes in language comprehension. Cognitive Psychology and Instruction. Recall of previously unrecalable information following a shift of perspective. Available in full-text from: Using Sources in the Disciplines. Statistics and Source Criticism. Vetus Testamentum, Volume 33, Number 4, – Going to the Sources: First Monday, 11 11, URL: Refuting the recent study on encyclopedic accuracy by the journal Nature. Identity, affiliation, and cognitive authority in a networked world. Do Web search engines suppress controversy? First Monday 9 1. Internet encyclopaedias go head to head. Full text Hardtwig, W. Ranke, Leopold von – International Encyclopedia of the Social and Behavioral Sciences. Whatever Happened to Little Albert? American Psychologist, 34, 2, pp. Ceremonial versus critical history of psychology. American Psychologist, 35 2, – Was the Dear Leader Photoshopped In? November

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7, , 2: An Introduction to Historical Methods. Katzer, Jeffrey; Cook, Kenneth H. Metropolitan Books, New York. Introduction to the Study of History Full text in English at gutenber. Revised edition Cambridge, MA: Source criticism and deconstructive criticism. Journal for the study of the Old Testament no98, pp. When classifying the array of interpretive methods currently available, biblical critics regularly distinguish between historical-critical methods, on the one hand, and literary critical methods, on the other. Frequently, methods on one side of the divide are said to be antagonistic to certain methods on the other. This article examines two such presumed antagonistic methods, source criticism and deconstructive criticism, and argues that they are not, in fact, antagonistic, but similar: This argument is illustrated with a source-critical and a deconstructive reading of Exodus Human IT 9 2 , 1â€” A contextual approach to teaching undergraduates web-site evaluation. Libraries and the Academy , 4 3 , Misinformation on the Internet. Introduktion til Historisk Kildekritik. Judgment of information quality and cognitive authority in the Web. Annual Review of Information Science and Technology, 41, â€” Studying a Study and Testing a Test: Media credibility and cognitive authority. The case of seeking orienting information. Information Research, 12 3 paper Discovering hidden assumptions in the behavioral sciences. War photography; realism in the British press. Routledge Encyclopedia of Philosophy, Version 1. Unobtrusive measures; revised edition. Evaluation criteria and indicators of quality for Internet resources. Educational Technology , 37 3 , 52â€” An Inquiry into Cognitive Authority.

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### Chapter 2 : Biblical Criticism | Free Online Biblical Library

*Robert Dick Wilson (February 4, - October 11, ) was an American linguist and Presbyterian scholar who devoted his life to prove the reliability of the Hebrew Bible.*

May Volume 70 Number 8 Faces of Poverty Pages Boosting Achievement by Pursuing Diversity Halley Potter What can we learn from schools that are improving student achievement by breaking up concentrated student poverty? One morning last December, a crowd gathered at the Thomas B. Fordham Institute in Washington, D. Panelists debated whether the best way to fix persistently underperforming schools was simply to replace the administrators and teachers at the school, or whether reopening under new charter management was the only effective option. But what if, instead of changing the principal, teachers, or management in the hope that this will turn around a high-poverty school, we changed the mix of students, rebalancing enrollment so that the school did not serve a concentration of the most disadvantaged students? When asked this question, panelist Carmel Martin, assistant secretary for the U. Socioeconomic integration is an effective way to tap into the academic benefits of having high-achieving peers, an engaged community of parents, and high-quality teachers. In the last decade, the number of public school districts that consider socioeconomic status in student assignment has grown from just a handful to more than 80 Kahlenberg, Early adopters included La Crosse, Wisconsin, which created a districtwide plan to balance school enrollment by socioeconomic status in , and Cambridge, Massachusetts, which made socioeconomic status the main factor in its controlled choice program in Newer additions include Bloomington, Minnesota, and Salina, Kansas, both of which used socioeconomic balance as a factor in redrawing school boundaries in recent years. Adding to this list, a number of charter schools now actively seek socioeconomically diverse student enrollment as part of their design. They include schools like High Tech High, which began in as a single charter school and is now a network of 11 schools in San Diego, and Citizens of the World Charter Schools, which opened its first school in and is striving to create a national network of diverse charter schools. Going against the grain in a country where many public schools are de facto segregated by income, these socioeconomically integrated charter schools have developed innovative methods for enrolling and serving a diverse student body. But so do the backgrounds of the peers who surround them. Poor students in mixed-income schools do better than poor students in high-poverty schools. Research supporting socioeconomic integration goes back to the famous Coleman Report, which found that the strongest school-related predictor of student achievement was the socioeconomic composition of the student body Coleman et al. More recent data confirm the relationship between individual achievement and student-body characteristics. Department of Education, Of course, multiple non-school-related factors could explain why low-income students in mixed-income schools outperform their counterparts in high-poverty schools. Students attending mixed-income schools might be more likely to have involved parents or live in a more affluent community, for example. However, a number of studies have found that the relationship between student outcomes and the socioeconomic composition of schools is strong even after controlling for some of these factors, using more nuanced measures of socioeconomic status, or comparing outcomes for students randomly assigned to schools Reid, ; Schwartz, Socioeconomic integration improves student outcomes because mixed-income schools are more likely to have certain resources or characteristics that foster achievement. That if is a serious caveat. High-performing, high-poverty schools are very rare. The economist Douglas Harris calculated that only 1. Socioeconomic integration is a win-win situation: Research about this last point is still developing. A recent meta-analysis found "growing but still inconclusive evidence" that the achievement of more advantaged students was not harmed by desegregation policies Harris, , p. It appears that there is a tipping point, a threshold for the proportion of low-income students in a school below which middle-class achievement does not suffer. Estimates of this tipping point vary; many researchers cite 50 percent low-income as the maximum Kahlenberg, The findings suggested that, more than a precise threshold, what mattered in these schools was

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maintaining a critical mass of middle-class families, which promoted a culture of high expectations, safety, and community support. Lessons from Socioeconomically Diverse Charter Schools Despite the evidence of their advantages, socioeconomically integrated schools are not the norm in the United States. In traditional public schools, 65 percent of low-income students are concentrated in majority-low-income schools. Many choices have led to our economically segregated school system. Reformers have chosen to focus more on fixing high-poverty schools than on breaking up concentrations of poverty. Policymakers and philanthropists have favored interventions targeted at reaching as many low-income students as possible. But de facto school segregation also persists because balancing student enrollment by socioeconomic status, like most education reforms, is logistically, politically, and operationally difficult. Socioeconomically diverse charter schools are developing practices to overcome some of the challenges of enrolling and serving a diverse student body. They have identified strategies that could help other schools and districts create successful integration programs.

**Enrolling a Diverse Student Body** One of the foremost logistical barriers to integrating schools by socioeconomic status is geography. Residential poverty tends to be concentrated, and successful school integration requires either a district with enough socioeconomic diversity within its boundaries or a group of neighboring districts which, when combined, have enough diversity to facilitate an interdistrict integration plan. Some diverse charter schools were started by first identifying a geographic opportunity for integration that traditional public schools were neglecting. For example, Blackstone Valley Prep Mayoral Academy serves four adjacent Rhode Island communities, drawing students evenly from two higher-income suburbs and two lower-income cities. Larchmont Charter School in Los Angeles, California, was started by a group of parents from Hollywood who were frustrated that the demographics of their community, one of the most diverse neighborhoods in L. Political opposition to adjusting attendance boundaries is another challenge. Opposition culminated in , when a Tea Party-backed majority on the school board voted to end the plan. This group, however, was replaced in the next election by a prointegration majority. Similar backlash greeted a new school-boundary plan in Eden Prairie, Minnesota, that also balanced students by socioeconomic status. Some charter schools pursuing socioeconomic integration have shown how systems of school choice can be used to foster diversity as an alternative to redrawing attendance zones. A weighted lottery is the simplest way for schools to ensure that they enroll a diverse student body while still relying on choice-based enrollment. For example, DSST Public Schools, a network of charter middle and high schools in Denver, Colorado, reserves a minimum of 40 percent of seats at the flagship campus for low-income students; Blackstone Valley Prep in Rhode Island reserves 60 percent of seats. Choice-based schools can also maintain a diverse balance by intentionally targeting underrepresented groups of students when publicizing their school. Both schools maintain socioeconomically diverse enrollment through strategic recruitment for the lottery pool.

**Serving a Diverse Student Body** Once an integration strategy is in place, schools and teachers must also adapt to serve a diverse group of students. Mixed-income schools can draw criticism from both directions with respect to how well the school community and individual classrooms are integrated. On the one hand, students in diverse schools are sometimes separated into tracked classes along lines that mirror socioeconomic status, and students may further self-segregate during free time. In that situation, middle-income and low-income students are cheated out of some of the peer interactions and access to broader social networks that diversity can offer. However, ability grouping remains a hotly debated topic that is particularly relevant at socioeconomically diverse schools, where students enter school with a wide range of knowledge and skills see Petrilli, How can mixed-income schools best support lower-achieving students without hurting the higher achievers? High Tech High and City Neighbors Charter School have innovative strategies for blending the benefits of leveled instruction and heterogeneous classrooms. High Tech High is committed to grouping students by mixed ability as much as possible. Instead, they offer some classes with an honors option, allowing interested students to take the class at the honors level by completing extra assignments. At City Neighbors Charter School, a K-8 school in Baltimore, Maryland, teachers regularly adjust student groupings to ensure that all students are appropriately supported and challenged. In the middle grades, students at City Neighbors start their day with

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half an hour of highly specialized, small-group instruction called intensive. For example, some students may spend their intensive time receiving extra writing support while others attend an enrichment intensive on animal dissection. Students cycle through different intensives three times a year, giving teachers multiple opportunities to adjust placements based on individual needs. Some charter schools are also tackling the more elusive issue of how to encourage students of different backgrounds to interact socially. Community Roots Charter School, an elementary and middle school in Brooklyn, created a staff position—director of community development—to facilitate programs that promote community cohesion and celebrate diversity. Teachers assign the squads with an eye toward grouping students who would not otherwise spend time together outside school. A Promising Direction Academic results from these diverse charter schools are promising, if anecdotal. In our Century Foundation report, Richard Kahlenberg and I profiled seven diverse charter schools whose low-income students outperformed their low-income peers statewide in mathematics and reading, sometimes by dramatic margins. Many factors are at work in successful diverse charter schools. As schools of choice, these schools likely benefit from having a more engaged parent community than neighboring traditional public schools do. Still, when combined with the body of research showing the academic advantages of providing mixed-income learning environments, their stories are hopeful. If more schools, charter and otherwise, use creative strategies to tackle the challenges of socioeconomic integration, they can help shift the turnaround discussion from an exclusive focus on how to improve high-poverty schools to a discussion that also looks seriously at how to break up concentrations of poverty and provide more diverse learning environments for all students. Effects of racial diversity on complex thinking in college students. *Psychological Science*, 15 8, “The reform without cost? Phi Delta Kappan, 77 3, “Accountability, rigor, and detracking: Achievement effects of embracing a challenging curriculum as a universal good for all students. *Teachers College Record*, 3, “Equality of educational opportunity. Charter school segregation and the need for civil rights standards. High-flying schools, student disadvantage, and the logic of NCLB. *American Journal of Education*, 3, “Educational outcomes of disadvantaged students: From desegregation to accountability. Creating middle-class schools through public school choice. Socioeconomic diversity as an education reform strategy pp. Can racial and socioeconomic integration promote better outcomes for students? Washington, DC, and New York: The challenge of high-poverty schools: How feasible is socioeconomic school integration? Integrated education and mathematics outcomes: A synthesis of social science research. *North Carolina Law Review*, 87, “The diverse schools dilemma: Integrated schools, integrated futures?

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### Chapter 3 : Source criticism - Wikipedia

*Is the Higher Criticism Scholarly? Clearly attested facts showing that the destructive "assured results of modern scholarship" are indefensible* By Robert Dick Wilson, Ph.D., D.D. Professor of Semitic Philology in Princeton Theological Seminary BSIW75 Philadelphia The Sunday School Times Company **IS THE HIGHER CRITICISM SCHOLARLY?**

Meaning[ edit ] Problems in translation: It already showed some of the basic characteristics of his conception of Europe, and was of historiographical importance particularly because Ranke made an exemplary critical analysis of his sources in a separate volume, *Zur Kritik neuerer Geschichtsschreiber* On the Critical Methods of Recent Historians. In this work he raised the method of textual criticism used in the late eighteenth century, particularly in classical philology to the standard method of scientific historical writing" Hardtwig, , p. The larger part of the nineteenth and twentieth centuries would be dominated by the research-oriented conception of historical method of the so-called Historical School in Germany, led by historians as Leopold Ranke and Berthold Niebuhr. Bible studies dominate the use of "source criticism" in America cf. The term is thus relatively seldom used in English about historical methods and historiography cf. This difference between European and American use of "source criticism" is somewhat strange considering the influence of Ranke on both sides of the Atlantic Ocean. It has been suggested that differences in the use of the term are not accidental but due to different views of the historical method. In the Scandinavian countries and elsewhere source evaluation or information evaluation is also studied interdisciplinarily from many different points of view, partly caused by the influence of the Internet. It is a growing field in, among other fields, library and information science. In this context source criticism is studied from a broader perspective than just, for example, history or biblical studies. Human sources may be relics e. Relics are more credible sources than narratives. A given source may be forged or corrupted; strong indications of the originality of the source increases its reliability. The closer a source is to the event which it purports to describe, the more one can trust it to give an accurate description of what really happened A primary source is more reliable than a secondary source , which in turn is more reliable than a tertiary source and so on. If a number of independent sources contain the same message, the credibility of the message is strongly increased. The tendency of a source is its motivation for providing some kind of bias. Tendencies should be minimized or supplemented with opposite motivations. If it can be demonstrated that the witness or source has no direct interest in creating bias, the credibility of the message is increased. We may add the following principles: Knowledge of source criticism cannot substitute subject knowledge: In other words, the more you know about the subject, the more precisely you can identify what you must still find out". The reliability of a given source is relative to the questions put to it. Thus these assessments tend to be situationally sensitive. Newspapers, television and the Internet were frequently used as sources of orienting information, but their credibility varied depending on the actual topic at hand" Savolainen, The following questions are often good ones to ask about any source according to the American Library Association and Engeldinger How was the source located? What type of source is it? Who is the author and what are the qualifications of the author in regard to the topic that is discussed? When was the information published? In which country was it published? What is the reputation of the publisher? Does the source show a particular cultural or political bias? For literary sources we might add complementing criteria: Does the source contain a bibliography? Has the material been reviewed by a group of peers, or has it been edited? Levels of generality[ edit ] How general are principles of source criticism? Some principles are universal, other principles are specific for certain kinds of information sources. One may ask whether principles of source criticism are unique to the humanities? There is today no consensus about the similarities and differences between natural science and humanities. Logical positivism claimed that all fields of knowledge were based on the same principles. Much of the criticism of logical positivism claimed that positivism is the basis of the sciences, whereas hermeneutics is the basis of the humanities. Hermeneutics is

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thus a universal theory. The difference is, however, that the sources of the humanities are themselves products of human interests and preunderstanding, whereas the sources of the natural sciences are not. Humanities are thus "doubly hermeneutic". Natural scientists, however, are also using human products such as scientific papers which are products of preunderstanding and, for example, academic fraud. Epistemology[ edit ] Epistemological theories are the basic theories about how knowledge is obtained and thus the most general theories about how to evaluate information sources. Empiricism evaluates sources by considering the observations or sensations on which they are based. Sources without basis in experience are not seen as valid. Rationalism provides low priority to sources based on observations. In order to be meaningful observations must be grasped by clear ideas or concepts. It is the logical structure and the well definedness that is in focus in evaluating information sources from the rationalist point of view. Historicism evaluates information sources on the basis of their reflection of their sociocultural context and their theoretical development. Pragmatism evaluate sources on the basis of how their values and usefulness to accomplish certain outcomes. Pragmatism is skeptical about claimed neutral information sources. The evaluation of knowledge or information sources cannot be more certain than is the construction of knowledge. As discussed in the next section is source criticism intimately linked to scientific methods. The presence of fallacies of argument in sources is another kind of philosophical criteria for evaluating sources. Fallacies are presented by Walton Research methodology[ edit ] Research methods are methods used to produce scholarly knowledge. The methods that are relevant for producing knowledge are also relevant for evaluating knowledge. See also Unobtrusive measures , Triangulation social science. Science studies[ edit ] Studies of quality evaluation processes such as peer review , book reviews and of the normative criteria used in evaluation of scientific and scholarly research. Another field is the study of scientific misconduct. Harris provides a case study of how a famous experiment in psychology, Little Albert , has been distorted throughout the history of psychology, starting with the author Watson himself, general textbook authors, behavior therapists, and a prominent learning theorist. Harris proposes possible causes for these distortions and analyzes the Albert study as an example of myth making in the history of psychology. It may also be regarded as a kind of critical history opposed to ceremonial history of psychology, cf. Such studies are important for source criticism in revealing the bias introduced by referring to classical studies. Textual criticism[ edit ] Textual criticism or broader: The relation between these kinds of works and the concept "source criticism" is evident in Danish, where they may be termed "kildekritisk udgave" directly translated "source critical edition". In other words, it is assumed that most editions of a given works is filled with noise and errors provided by publishers, why it is important to produce "scholarly editions". The work provided by text philology is an important part of source criticism in the humanities.

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### Chapter 4 : Boosting Achievement by Pursuing Diversity - Educational Leadership

*The incomparable Wilson: the man who mastered forty-five languages and dialects* Wilson, R.D. *Is the higher criticism scholarly?*--Hills, E.F. *The magnificent Burgon, doughty champion and defender of the Byzantine text* Bishop, G.S.

Suffice it to say that some philosophers, as well as focusing inward on the abstract philosophical issues that concern them, are drawn outwards to discuss or comment on issues that are more commonly regarded as falling within the purview of professional educators, educational researchers, policy-makers and the like. An example is Michael Scriven, who in his early career was a prominent philosopher of science; later he became a central figure in the development of the field of evaluation of educational and social programs. See Scriven a, b. At the same time, there are professionals in the educational or closely related spheres who are drawn to discuss one or another of the philosophical issues that they encounter in the course of their work. An example here is the behaviorist psychologist B. Skinner, the central figure in the development of operant conditioning and programmed learning, who in works such as *Walden Two* and *Beyond Freedom and Dignity* grappled—albeit controversially—with major philosophical issues that were related to his work. What makes the field even more amorphous is the existence of works on educational topics, written by well-regarded philosophers who have made major contributions to their discipline; these educational reflections have little or no philosophical content, illustrating the truth that philosophers do not always write philosophy. However, despite this, works in this genre have often been treated as contributions to philosophy of education. Finally, as indicated earlier, the domain of education is vast, the issues it raises are almost overwhelmingly numerous and are of great complexity, and the social significance of the field is second to none. These features make the phenomena and problems of education of great interest to a wide range of socially-concerned intellectuals, who bring with them their own favored conceptual frameworks—concepts, theories and ideologies, methods of analysis and argumentation, metaphysical and other assumptions, and the like. It is not surprising that scholars who work in this broad genre also find a home in the field of philosophy of education. As a result of these various factors, the significant intellectual and social trends of the past few centuries, together with the significant developments in philosophy, all have had an impact on the content of arguments and methods of argumentation in philosophy of education—Marxism, psycho-analysis, existentialism, phenomenology, positivism, post-modernism, pragmatism, neo-liberalism, the several waves of feminism, analytic philosophy in both its ordinary language and more formal guises, are merely the tip of the iceberg. Analytic Philosophy of Education and Its Influence Conceptual analysis, careful assessment of arguments, the rooting out of ambiguity, the drawing of clarifying distinctions—all of which are at least part of the philosophical toolkit—have been respected activities within philosophy from the dawn of the field. No doubt it somewhat over-simplifies the complex path of intellectual history to suggest that what happened in the twentieth century—early on, in the home discipline itself, and with a lag of a decade or more in philosophy of education—is that philosophical analysis came to be viewed by some scholars as being the major philosophical activity or set of activities, or even as being the only viable or reputable activity. The pioneering work in the modern period entirely in an analytic mode was the short monograph by C. Hardie, *Truth and Fallacy in Educational Theory*; reissued in *In his Introduction*, Hardie who had studied with C. Richards made it clear that he was putting all his eggs into the ordinary-language-analysis basket: The Cambridge analytical school, led by Moore, Broad and Wittgenstein, has attempted so to analyse propositions that it will always be apparent whether the disagreement between philosophers is one concerning matters of fact, or is one concerning the use of words, or is, as is frequently the case, a purely emotive one. It is time, I think, that a similar attitude became common in the field of educational theory. Ennis edited the volume *Language and Concepts in Education*; and R. Archambault edited *Philosophical Analysis and Education*, consisting of essays by a number of prominent British writers, most notably R. Among the most influential products of APE was the analysis developed by Hirst and Peters and Peters of the concept of education itself.

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A criminal who has been reformed has changed for the better, and has developed a commitment to the new mode of life if one or other of these conditions does not hold, a speaker of standard English would not say the criminal has been reformed. Clearly the analogy with reform breaks down with respect to the knowledge and understanding conditions. The concept of indoctrination was also of great interest to analytic philosophers of education, for, it was argued, getting clear about precisely what constitutes indoctrination also would serve to clarify the border that demarcates it from acceptable educational processes. Thus, whether or not an instructional episode was a case of indoctrination was determined by the content taught, the intention of the instructor, the methods of instruction used, the outcomes of the instruction, or by some combination of these. Adherents of the different analyses used the same general type of argument to make their case, namely, appeal to normal and aberrant usage. Unfortunately, ordinary language analysis did not lead to unanimity of opinion about where this border was located, and rival analyses of the concept were put forward. Snook First, there were growing criticisms that the work of analytic philosophers of education had become focused upon minutiae and in the main was bereft of practical import. It is worth noting that an article in *Time*, reprinted in Lucas, had put forward the same criticism of mainstream philosophy. Fourth, during the decade of the seventies when these various critiques of analytic philosophy were in the process of eroding its luster, a spate of translations from the Continent stimulated some philosophers of education in Britain and North America to set out in new directions, and to adopt a new style of writing and argumentation. The classic works of Heidegger and Husserl also found new admirers; and feminist philosophers of education were finding their voices. Maxine Greene published a number of pieces in the 1970s and 1980s, including *The Dialectic of Freedom*; the influential book by Nel Noddings, *Caring: In more recent years all these trends have continued*. APE was and is no longer the center of interest, although, as indicated below, it still retains its voice. Areas of Contemporary Activity As was stressed at the outset, the field of education is huge and contains within it a virtually inexhaustible number of issues that are of philosophical interest. To attempt comprehensive coverage of how philosophers of education have been working within this thicket would be a quixotic task for a large single volume and is out of the question for a solitary encyclopedia entry. Nevertheless, a valiant attempt to give an overview was made in *A Companion to the Philosophy of Education Current*, which contains more than six-hundred pages divided into forty-five chapters each of which surveys a subfield of work. The following random selection of chapter topics gives a sense of the enormous scope of the field: Sex education, special education, science education, aesthetic education, theories of teaching and learning, religious education, knowledge, truth and learning, cultivating reason, the measurement of learning, multicultural education, education and the politics of identity, education and standards of living, motivation and classroom management, feminism, critical theory, postmodernism, romanticism, the purposes of universities, affirmative action in higher education, and professional education. The *Oxford Handbook of Philosophy of Education* Siegel contains a similarly broad range of articles on among other things the epistemic and moral aims of education, liberal education and its imminent demise, thinking and reasoning, fallibilism and fallibility, indoctrination, authenticity, the development of rationality, Socratic teaching, educating the imagination, caring and empathy in moral education, the limits of moral education, the cultivation of character, values education, curriculum and the value of knowledge, education and democracy, art and education, science education and religious toleration, constructivism and scientific methods, multicultural education, prejudice, authority and the interests of children, and on pragmatist, feminist, and postmodernist approaches to philosophy of education. Given this enormous range, there is no non-arbitrary way to select a small number of topics for further discussion, nor can the topics that are chosen be pursued in great depth. In tackling it, care needs to be taken to distinguish between education and schooling—for although education can occur in schools, so can mis-education, and many other things can take place there that are educationally orthogonal such as the provision of free or subsidized lunches and the development of social networks; and it also must be recognized that education can occur in the home, in libraries and museums, in churches and clubs, in solitary interaction with the public media, and the like. In developing a curriculum whether in a specific

subject area, or more broadly as the whole range of offerings in an educational institution or system, a number of difficult decisions need to be made. Issues such as the proper ordering or sequencing of topics in the chosen subject, the time to be allocated to each topic, the lab work or excursions or projects that are appropriate for particular topics, can all be regarded as technical issues best resolved either by educationists who have a depth of experience with the target age group or by experts in the psychology of learning and the like. Is the justification that is given for teaching Economics in some schools coherent and convincing? The justifications offered for all such aims have been controversial, and alternative justifications of a single proposed aim can provoke philosophical controversy. Consider the aim of autonomy. These two formulations are related, for it is arguable that our educational institutions should aim to equip individuals to pursue this good life—although this is not obvious, both because it is not clear that there is one conception of the good or flourishing life that is the good or flourishing life for everyone, and it is not clear that this is a question that should be settled in advance rather than determined by students for themselves. Thus, for example, if our view of human flourishing includes the capacity to think and act autonomously, then the case can be made that educational institutions—and their curricula—should aim to prepare, or help to prepare, autonomous individuals. A rival justification of the aim of autonomy, associated with Kant, champions the educational fostering of autonomy not on the basis of its contribution to human flourishing, but rather the obligation to treat students with respect as persons Scheffler []; Siegel It is also possible to reject the fostering of autonomy as an educational aim Hand Assuming that the aim can be justified, how students should be helped to become autonomous or develop a conception of the good life and pursue it is of course not immediately obvious, and much philosophical ink has been spilled on the general question of how best to determine curriculum content. One influential line of argument was developed by Paul Hirst, who argued that knowledge is essential for developing and then pursuing a conception of the good life, and because logical analysis shows, he argued, that there are seven basic forms of knowledge, the case can be made that the function of the curriculum is to introduce students to each of these forms Hirst ; see Phillips In the closing decades of the twentieth century there were numerous discussions of curriculum theory, particularly from Marxist and postmodern perspectives, that offered the sobering analysis that in many educational systems, including those in Western democracies, the curriculum did indeed reflect and serve the interests of powerful cultural elites. A closely related question is this: Scheffler argued that we should opt for the latter: The function of education—is rather to liberate the mind, strengthen its critical powers, [and] inform it with knowledge and the capacity for independent inquiry. Or should every student pursue the same curriculum as far as each is able? Medically, this is dubious, while the educational version—forcing students to work, until they exit the system, on topics that do not interest them and for which they have no facility or motivation—has even less merit. For a critique of Adler and his Paideia Proposal, see Noddings Over time, as they moved up the educational ladder it would become obvious that some had reached the limit imposed upon them by nature, and they would be directed off into appropriate social roles in which they would find fulfillment, for their abilities would match the demands of these roles. Those who continued on with their education would eventually become members of the ruling class of Guardians. The book spurred a period of ferment in political philosophy that included, among other things, new research on educationally fundamental themes. Fair equality of opportunity entailed that the distribution of education would not put the children of those who currently occupied coveted social positions at any competitive advantage over other, equally talented and motivated children seeking the qualifications for those positions Rawls Its purpose was to prevent socio-economic differences from hardening into social castes that were perpetuated across generations. One obvious criticism of fair equality of opportunity is that it does not prohibit an educational distribution that lavished resources on the most talented children while offering minimal opportunities to others. So long as untalented students from wealthy families were assigned opportunities no better than those available to their untalented peers among the poor, no breach of the principle would occur. Even the most moderate egalitarians might find such a distributive regime to be intuitively repugnant. All citizens must enjoy the same basic liberties, and equal liberty always has moral

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priority over equal opportunity: Further, inequality in the distribution of income and wealth are permitted only to the degree that it serves the interests of the least advantaged group in society. But even with these qualifications, fair equality of opportunity is arguably less than really fair to anyone. But surely it is relevant, given that a principle of educational justice must be responsive to the full range of educationally important goods. Suppose we revise our account of the goods included in educational distribution so that aesthetic appreciation, say, and the necessary understanding and virtue for conscientious citizenship count for just as much as job-related skills. An interesting implication of doing so is that the rationale for requiring equality under any just distribution becomes decreasingly clear. That is because job-related skills are positional whereas the other educational goods are not. If you and I both aspire to a career in business management for which we are equally qualified, any increase in your job-related skills is a corresponding disadvantage to me unless I can catch up. Positional goods have a competitive structure by definition, though the ends of civic or aesthetic education do not fit that structure. If you and I aspire to be good citizens and are equal in civic understanding and virtue, an advance in your civic education is no disadvantage to me. On the contrary, it is easier to be a good citizen the better other citizens learn to be. At the very least, so far as non-positional goods figure in our conception of what counts as a good education, the moral stakes of inequality are thereby lowered. In fact, an emerging alternative to fair equality of opportunity is a principle that stipulates some benchmark of adequacy in achievement or opportunity as the relevant standard of distribution. But it is misleading to represent this as a contrast between egalitarian and sufficientarian conceptions. Philosophically serious interpretations of adequacy derive from the ideal of equal citizenship (Satz ; Anderson). This was arguably true in *A Theory of Justice* but it is certainly true in his later work (Dworkin). The debate between adherents of equal opportunity and those misnamed as sufficientarians is certainly not over. Further progress will likely hinge on explicating the most compelling conception of the egalitarian foundation from which distributive principles are to be inferred. In his earlier book, the theory of justice had been presented as if it were universally valid. But Rawls had come to think that any theory of justice presented as such was open to reasonable rejection. A more circumspect approach to justification would seek grounds for justice as fairness in an overlapping consensus between the many reasonable values and doctrines that thrive in a democratic political culture. Rawls argued that such a culture is informed by a shared ideal of free and equal citizenship that provided a new, distinctively democratic framework for justifying a conception of justice. But the salience it gave to questions about citizenship in the fabric of liberal political theory had important educational implications. How was the ideal of free and equal citizenship to be instantiated in education in a way that accommodated the range of reasonable values and doctrines encompassed in an overlapping consensus? Political Liberalism has inspired a range of answers to that question (cf. Callan ; Clayton ; Bull). Other philosophers besides Rawls in the 1980s took up a cluster of questions about civic education, and not always from a liberal perspective. As a full-standing alternative to liberalism, communitarianism might have little to recommend it. But it was a spur for liberal philosophers to think about how communities could be built and sustained to support the more familiar projects of liberal politics. Furthermore, its arguments often converged with those advanced by feminist exponents of the ethic of care (Noddings ; Gilligan).

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### Chapter 5 : The Veracity of the Old Testament: A Scientific Validation

*This is our exclusive etext of the classic Studies in the Book of Daniel written by Princeton Professor Dr. Robert Dick Wilson. First published in by G. P. Putnam's Sons. Dr. Robert Dick Wilson was the William Henry Green Professor of Semitic Languages and Old Testament Criticism at Princeton Theological Seminary.*

Reference points and effort provision. The American Economic Review, 2 , Nader Campaign Accepts Republican Donations. Script processing in attitude formation and decision making. Perceptions of the collective other. Affective and semantic components in political person perception. Attempts to improve the accuracy of self-reports of voting. Inquiries into the cognitive bases of surveys pp xxi, pp. Harvard Business Review, July-August , Lifecycles, triggers, and collective learning processes. Administrative Science Quarterly, 44 4 , Comments on the motivational status of self-esteem in social identity and intergroup discrimination. European Journal of Social Psychology, Parts outweigh the whole word in unconscious analysis of meaning. Psychological Science, 11 2 , Subliminal words activate semantic categories not automated motor responses. Pay madness at Enron. Retrieved December 16, , from [http:](http://) Gore cultivates close ties to airlines. Cultural variance in the interpersonal effects of anger in negotiations. Psychological Science, 21 6 , Toward an understanding of inequality. Journal of Abnormal and Social Psychology, Codes of ethics as signals for ethical behavior. Conscious and Nonconscious Comparisons with Price Anchors: Journal of Marketing Research, 48 2 , Journal of Personality and Social Psychology, 1 5 , Detecting and identifying change: Journal of Experimental Psychology: A behavioral theory of impulsiveness and impulse control. Psychological Bulletin, 82 4 , The strategic interaction of successive motivational states within the person: The market for lemons: Qualitative uncertainty and the market mechanism. Quarterly Journal of Economics, 89, The fair wage-effort hypothesis and unemployment. Quarterly Journal of Economics, , The market for "lemons": Quality uncertainty and the market mechanism. The Institutional Context of Industry Creation. Academy of Management Review, 19 4 , Are Europeans and Americans Different? Airline losses expected to surge after NY crash; Analysts say some struggling carriers could be forced into bankruptcy. The Washington Post, p. Global self-evaluation as determined by the desirability and controllability of trait adjectives. Journal of Personality and Social Psychology, 49 6 , Journal of Public Economics, 1, " Outcome biases in social perception: Implications for dispositional inference, attitude change, stereotyping, and social behavior. Advances in experimental social psychology Vol. On being better but not smarter than others: Social Cognition, 7, Judgment of contingency in depressed and nondepressed students: General, 4 , The influence of anger and compassion on negotiation performance. A progress report on the training of probability assessors. Heuristics and biases pp. Affect and Creativity at Work: A Daily Longitudinal Test. Creativity Under the Gun. Harvard Business Review, 80 8 , Developmental, Biological and Cross-Cultural Extensions. Using thin-slice judgments to evaluate sales effectiveness. Journal of Consumer Psychology, 16 1 , Thin slices of expressive behavior as predictors of interpersonal consequences: Psychological Bulletin, 2 , Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. Code of medical ethics, section E Retrieved August 15, , from [http:](http://) Mind-reading In Strategic Interaction: Individual differences in the activation and control of affective race bias as assessed by startle eyeblink response and self-report. Future-event schemas and certainty about the future: Self Perceptions of Status in Social Groups. Perseverance of social theories: The role of explanation in the persistence of discredited information. Is human cognition adaptive? Choice test of the averaging hypothesis for information integration. Technological Discontinuities and Dominant Designs: A Cyclical Model of Technological Change. Administrative Science Quarterly, 35 4 , A process of reality negotiation. An examination using a contract violation. Human Relations, 49 Cynicism in the workplace: Consumer generalization of nutrient content claims in advertising. Journal of Marketing, Harvard Business Review September"October , 99" The hyperbolic consumption model: Calibration, simulation, and empirical evaluation. Journal of Economic Perspectives, 15 3 47" The relationship between

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change detection and recognition of centrally attended objects in motion pictures. *Perception*, 32 8 , The feeling of doing. Linking cognition and motivation to behavior pp xv, pp. Ironic effects of sleep urgency. *Journal of Accounting Research*, The joint determination of audit fees, non-audit fees, and abnormal accruals. *The Review of Quantitative Finance and Accounting*, 27, â€” The New New Philosophy.

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### Chapter 6 : Robert Dick Wilson - Wikipedia

*Wilson, Robert Dick, , The Lower Criticism of the Old Testament as a Preparation for the Higher Criticism [Inaugural address upon his installation as Professor at Princeton]*

Macmillan, , reprinted New York, New Edition New York: A conservative introduction to the history of the Bible. The Life and Epistles of St. Paul by William J. Conybeare and John S. Longman, , vol. The Cambridge Companion to the Bible A Companion to Biblical Studies , edited by W. Emery Barnes Cambridge This is a revision of the Cambridge Companion to the Bible listed above. A Brief History of the Bible. Williams and Norgate, Somewhat liberal for its time. Somewhat liberal introduction by a well-known scholar. Quite liberal in its conclusions, but provides much good information. Second and revised edition Edinburgh: A liberal reconstruction of the development of the NT. A Primer of the Bible by William H. Crosby, Nichols and Co. Biblical studies resource site edited by Michael Marlowe. Gives comprehensive and detailed information on Greek and Hebrew texts, ancient and English versions, canon of Scripture, etc. Also at Google Books: A standard scholarly work published at the end of the 19th century. The first four volumes are also at ccel. The Christian Classics Ethereal Library. Edited by Harry Plantinga at Calvin College. An ever-growing site where you can find all kinds of Christian literature, including several Bible commentaries, theological treatises, and much more. Many of the files are waiting to be proofread and corrected by volunteers. Use the index page to find articles. A scholarly Bible encyclopedia that represents higher critical views of the late nineteenth century. International Standard Bible Encyclopedia. A good conservative guide to theological concepts in the Bible. A complete resource site for teachers using the Revised Common Lectionary. Good material, and well organized. By Irving Hexham, at the University of Calgary. Online Essays from the Wisconsin Lutheran Seminary. A large number of scholarly articles. A large number of scholarly journal articles, most of them moderately conservative. A page of direct links to good Bible-related maps online in various places. Some sharp outline maps showing the locations of cities and boundaries. Excellent large full-color maps, similar to the ones in the Oxford Bible Atlas, prepared by Dr. Provided online by Greg Wolf. New Testament Gateway Maps. Links to many map sites both good and bad compiled by Mark Goodacre. Harmony of the Gospels. The Synoptic Problem and Q. Goodacre is an expert on the "Synoptic Problem," and his pages on the subject give links to almost everything on the web that is worth reading. The Synoptic Gospels in the Ancient Church: Very useful for finding important works published in the nineteenth century. Bibliographic newsletter of the United Bible Societies. Annotated bibliographies on Bible translation, linguistics, and Biblical studies. Annotated bibliographies in all areas of Biblical research.

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### Chapter 7 : Web Directory: Biblical Studies

*Historical criticism, also known as the historical-critical method or higher criticism, is a branch of criticism that investigates the origins of ancient texts in order to understand "the world behind the text".*

The Veracity of the Old Testament: A Scientific Validation esjones mindspring. Fuller studied under Dr. Wilson at Princeton Theological Seminary. For foundation, it should be noted that Dick Wilson was fluent in 45 ancient languages and dialects. This includes all the Biblical and cognate languages, i. Also, it is recorded that Wilson had memorized the entire New Testament in Hebrew and could recite it without missing so much as a syllable. With regard to evidence, Wilson himself made the following comment: As a result, the following does not take into account any discoveries made after about In any event, we have 29 kings from ten nations Egypt, Assyria, Babylon, etc. Thus, we have something with which to reference the Bible. We also have a basis for comparing the Bible to other literature. Wilson discovered that of the 29 kings having an archaeological corroboration, every single name is transliterated in the Hebrew Masoretic text exactly as it appears on the archaeological artifact -- syllable for syllable, consonant for consonant, 29 kings, every single name. Additionally, we find that the chronological order of these kings is precise. In other words, every name in the Hebrew Masoretic text, some of which go back to the book of Genesis and before the time of Hammurabi, appears in its correct order, with the correct spelling, in the correct time, as attested by the archaeological artifacts and period literature. His list contains the names of 38 Egyptian kings. Of the entire number, only three or four of them are recognizable. In other words, when compared to their respective archaeological artifacts, only three or four names are even close to the inscription on the artifact. This same scholar also made a list of the kings of Assyria. In only one case does the name clearly resemble the name on the artifact, and that name is not spelled correctly. The only way most of the names can be ascertained and then matched up with an artifact is by intrinsic evidence and cross-referencing with other regional literature. Not one is spelled correctly. Furthermore, most of them are spelled so badly that we could not make them out at all without intrinsic evidence and cross-referencing. In short, we find this same pattern in every other piece of literature extant. The scribe of Ashurbanipal misspelled his names. The Pseudo-Callisthenes, in their list of the companions of Alexander, have every name written so as to be unrecognizable. Abulfeda, the author of the Arab ante-Islamic history, misspells his names. In fact, the only historical literature of antiquity that has demonstrated unerring accuracy with regard to archaeological verification is the Hebrew Masoretic text and the Majority Greek text of the New Testament. Or as Nelson Glueck -- a preeminent archaeologist in that region -- remarked: Jewish Publications Society of America, Wilson summed it up this way: Having given such care to the names of heathen kings, it is to be presumed that they [Hebrew scribes] would give no less attention to what these kings said and did; and so we have, in this incontestable evidence from the order, times, and spelling of the names of the kings, an indestructible basis upon which to rest our faith in the reliability of the history recorded in the books of the Old Testament Scriptures. That the names should have been transmitted to us through so many copyings and so many centuries in so complete a state of preservation is a phenomenon unequaled in the history of literature.

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### Chapter 8 : Robert Dick Wilson

*According to James Strahan, professor of Hebrew at Magee College, Derry, from to , textual criticism aimed "at ascertaining the genuine text and meaning of an author" while higher "or historical, criticism seeks to answer a series of questions affecting the composition, editing and collection of the Sacred Books."*

Source criticism Source criticism is the search for the original sources which lie behind a given biblical text. Form criticism Form criticism breaks the Bible down into sections pericopes, stories , which are analyzed and categorized by genres prose or verse, letters, laws, court archives, war hymns, poems of lament etc. The belief in the priority, stability and even detectability, of oral traditions is now recognised to be so deeply questionable as to render tradition history largely useless, but form criticism itself continues to develop as a viable methodology in biblical studies. Redaction criticism Redaction criticism studies "the collection, arrangement, editing and modification of sources" and is frequently used to reconstruct the community and purposes of the authors of the text. After the groundbreaking work on the New Testament by Friedrich Schleiermacher " , the next generation, which included scholars such as David Friedrich Strauss "74 and Ludwig Feuerbach "72 , analyzed in the midth century the historical records of the Middle East from biblical times, in search of independent confirmation of events in the Bible. Hegel " and the French rationalists. Two of the authors were indicted for heresy and lost their jobs by , but in , they had the judgement overturned on appeal. Some scholars, such as Rudolf Bultmann " have used higher criticism of the Bible to " demythologize " it. John Barton argues that the term "historical-critical method" conflates two nonidentical distinctions, and prefers the term "Biblical criticism": This suggests that the term "historical-critical method" is an awkward hybrid and might better be avoided. From these two principles the Modernists deduce two laws, which, when united with a third which they have already got from agnosticism, constitute the foundation of historical criticism. We will take an illustration from the Person of Christ. In the person of Christ, they say, science and history encounter nothing that is not human. Therefore, in virtue of the first canon deduced from agnosticism, whatever there is in His history suggestive of the divine, must be rejected. Then, according to the second canon, the historical Person of Christ was transfigured by faith; therefore everything that raises it above historical conditions must be removed. Lately, the third canon, which lays down that the person of Christ has been disfigured by faith, requires that everything should be excluded, deeds and words and all else that is not in keeping with His character, circumstances and education, and with the place and time in which He lived. A strange style of reasoning, truly; but it is Modernist criticism. Who is the author of this history? Assuredly, neither of these but the philosopher. From beginning to end everything in it is a priori.

### Chapter 9 : Source criticism - The Full Wiki

*Abstract. The fundamental unit of assessment in the sociobiology debate is neither a field nor a theory, but a framework of group commitments. Recourse to the framework concept is motivated, in general, by post-Kuhnian philosophy of scientific change and, in particular, by the dispute between E. O. Wilson and R. C. Lewontin.*