

Review of: "Sola Scriptura to Improve the Quality of Christian Students in Thinking Characteristics"

Antonio Sordillo¹

¹ University of Salerno

Potential competing interests: No potential competing interests to declare.

This is a strongly doctrinal work, with a Christian slant, which addresses a question of a pedagogical as well as philosophical nature, but which admits of no reply in positing as the only possible alternative to the education of Christian students the approach of reading the Bible sola Scriptura, without the intermediation of the ecclesiastical apparatus, in the Protestant manner.

Apart from the essential and certainly incomplete bibliography, the two basic theoretical problems that emerge from reading the article are that:

- There is no knowledge of moral philosophy. A philosopher such as Kant would easily respond to the authors of the paper by explaining that they invite Christian students to use a heteronomous morality. According to Kant, however, moral action is only valid if it is based on an autonomous impulse. To derive the rules of one's actions from factors outside rationality (an action is good or bad because the Bible says so, not because there is autonomous thinking on the part of the individual that knows how to choose between the two positions) destroys the growth of the moral ego, and the religious wars show that this is not a correct path to follow.

- If the Word of God is to be followed, how can man, with a limited language and mind, understand the images, metaphors, and biblical stories in the full sense? Are they to be interpreted literally, as the Jews do, with their prescriptive morality, which does not seem to make logical sense, but only the observance of certain practices? In this paper the actions of the interpreter are criticised, but who is it that establishes the correctness of the interpretation? Here too, it would do the authors good to study Gadamer's works on hermeneutics.

At this stage, we do not recommend publication due to the very strong dogmatic imprint, which does not allow for a full problematisation of the issues addressed. Instead, the argumentative structure is appreciated.