

Ἔστι δὴ τῶν ἐν τῷ διαλέγεσθαι λόγων τέτταρα γένη, διδασκαλικοί καὶ διαλεκτικοί καὶ πειραστικοί καὶ ἐριστικοί [...]

διδασκαλικοί μὲν οἱ ἐκ τῶν οἰκείων ἀρχῶν ἐκάστου μαθήματος καὶ οὐκ ἐκ τῶν τοῦ ἀποκρινομένου δοξῶν συλλογιζόμενοι (δεῖ γὰρ πιστεῦναι τὸν μαθητὴν), διαλεκτικοί δ' οἱ ἐκ τῶν ἐνδόξων συλλογιστικῶν ἀντιφάσεως, πειραστικοί δ' οἱ ἐκ τῶν δοκούντων τῶν ἀποκρινομένων καὶ ἀναγκαίων εἰδέναι τὸ προσποιούμενῳ ἔχειν τὴν ἐπιστήμην (ὅν τρόπον δε, διώριστα ἐν ἐτέροις), ἐριστικοί δ' οἱ ἐκ τῶν φαινομένων ἐνδόξων μὴ ὄντων δε συλλογιστικοί ἢ φαινόμενοι συλλογιστικοί. περὶ μὲν οὖν τῶν ἀποδεικτικῶν ἐν τοῖς ἀναλυτικοῖς εἴρηται, περὶ δε τῶν διαλεκτικῶν καὶ πειραστικῶν ἐν τοῖς ἄλλοις· περὶ δε τῶν ἀγωνιστικῶν καὶ ἐριστικῶν νῦν λέγωμεν.

οοοοοοο

The Fallacy Of Appeal To Authority

The fallacy of appeal to authority, also known as the fallacy of Argumentum ad Verecundiam, is somewhat misunderstood in this age of the Internet. It is not only citing or quoting a person or persons who is/are regarded, by the person citing or quoting or by others, as an authority or 'expert' on a subject but also citing or quoting the opinion given by some institution, or 'policy/advisory group' or similar, on a subject, regardless of whether or not the 'expert' or institution or whatever has their opinion published by some means or some medium regarded as 'mainstream', academic, or 'respectable' or authoritative.

The crux of the fallacy is a reliance by someone or by some others on who or what is regarded in a particular society as an authority on or as having a detailed or 'expert' knowledge of a subject or subjects.

Thus a statement such as the fallacy of appeal to authority "is when the opinion of a non-expert on a topic is used as evidence" is itself fallacious because although it appears to be a decisive statement regarding 'authority' it is logically not so having not only restricted the fallacy to those are not 'experts' but does not define what an 'expert' or a 'false expert' is or are or who or what person or institution, or 'policy/advisory group' or similar has the 'authority' to declare someone an 'expert' or a 'false expert' in a certain subject or subjects, and from whence a person or an institution, or 'policy/advisory group' or similar derives their own authority to make such declarations.

The corollary of the appeal to authority, as defined in the first paragraph, is personal research by scholarly means of a subject using primary sources. Which leads to the definition of what constitutes primary sources and scholarly means.

Primary sources include contemporaneous manuscripts, letters, diaries, memoirs, personal journals, interviews, speeches, and other materials individuals used to describe (i) events in which they were participants or observers, and (ii) ideas or creations - such as a philosophy, music, literature, or art-work - which they were responsible for. Hence in the matter of a philosophy such as that of Heidegger the primary sources are his published writings, authenticated recordings or transcriptions of his speeches/lectures, and authenticated unpublished manuscripts if any. The writings, opinions, and conclusions of others about that philosophy are secondary or tertiary sources.

The criteria of scholarship are: (i) a detailed, meticulous, unbiased original research on and concerning a specific topic or topics or subject undertaken over a year or more in duration and involving primary source material; (ii) an ability to be able to read primary sources in their original language; and (iii) a rational assessment of the knowledge acquired by such research, with such conclusions about the topic, topics, or subject being the logical result of the cumulative scholarly learning so acquired. If the researcher cannot read primary sources in their original language and has to rely on the translations of others then their conclusions are not original and not scholarly just as if they commit logical fallacies - such as the fallacy of Incomplete Evidence - then their conclusions are also not scholarly.

The committance, in this age of the Internet, by so many of the fallacy of appeal to authority, and the fallacious redefinition of the fallacy itself, seem to be indicative of how the standards of the West, intellectual and otherwise, have declined, with logical reasoning and intellectual rigour replaced by propaganda, emotive opinion and the widespread use of fallacies of reasoning from Ad Populum to Argumentum ad Hominem to illicit Transference to Incomplete Evidence to Argumentum ad Verecundiam.

How many people living in the West, from candidates to the Armed Forces, to politicians, journalists, academics and 'experts' who pontificate about a subject they have not personally researched in a scholarly manner using primary sources, could answer questions such as the following from the *Examinations for Admission to the Royal Military College, Sandhurst* set for candidates between the years 1859 and 1865? The questions about Euclidean geometry are of particular relevance given how his Στοιχεῖα is a masterpiece of logical reasoning.

7. How is it that the *Perfect Tense* is said to have both a present and a past sense? Does the *Present Indicative* ever express habit and custom? Give instances.

8. Correct errors (if any) in the spelling of the following words:— *Governour* — *Theater* — *Pourtraied* — *Dissheveled* — *Gayety* — *Wholesom* — *Villainy* — *I'le* (for I will) — *Pacquet* — *Doest* — *Dutchess* — *Taylor* — *Vertuous* — *Hindred* — *Enjoyn'd* — *Beautifyed*.

9. Point out and correct any error, or obscurity in the following:— *He did not desire to omit the whole series of Marlborough's victories as worthy of the highest praise. They all seemed equally glorious to him.*

10. Are the following correct? Give reasons for your opinion: *He together with her are*—*He and she is*—*He and she are*—*Neither he nor she are.*

11. Correct the following:—*I was assured, if taken up by English capitalists, whom they seemed very anxious should buy and work them, that these mines would be remunerative.*

12. *It is requisite that he who combats error give his reasons dispassionately, and thus proves that he is contending for truth. Is this correct?*

Euclid.

1. Make a triangle of which the sides shall be equal to three given straight lines, *but any two whatever of these must be greater than the third.*

How does the construction in this proposition fail when the condition in italics is not fulfilled.

2. To a given straight line apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

Could a rectangle be described on a line of any magnitude equal to any given equilateral triangle.

1. Describe an equilateral and equiangular pentagon about a given circle.

Compare the areas of the equilateral and equiangular pentagons inscribed in, and circumscribed about, the same circle.

2. When, according to Euclid, are four geometrical magnitudes proportional? Prove that triangles which have the same altitude are to one another as their bases.

Show that every trapezium is divided by its diagonals into four triangles which are proportional to one another.

3. In every triangle the square of the side subtending either of the acute angles is less than the squares of the sides containing that angle by twice the rectangle contained by either of these sides and the straight line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle.

Prove this *only* when *all* the angles of the triangle are acute.