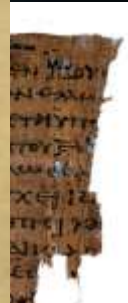
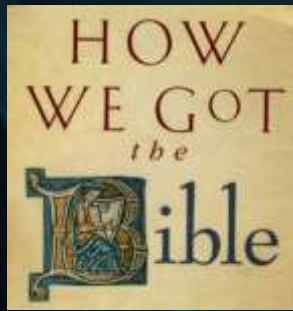




HOW
WE GOT
the
Bible



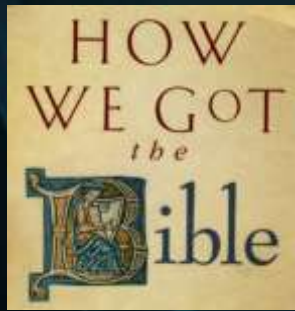


Review Unit 3

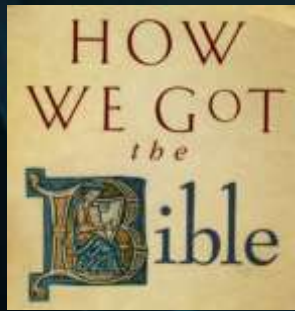


1. What is the oldest material used for writing?
2. What material is most durable?
3. What materials allowed for corrections?
4. Compare writing times of papyrus and vellum.
5. On what was the oldest N.T. fragment written?
6. On what are the oldest complete N.T. copies written?





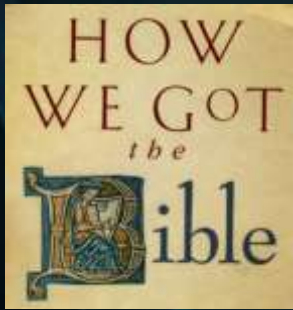
Textual Criticism



Can We Be Sure

We have tens of thousands of ancient manuscripts of the N.T. Text. There are thousands of differences between them. Most are very minor, some are more significant. Many are repetitious with the same wording being seen in multiple manuscripts.

Question: Can we have any confidence we have what was written originally?



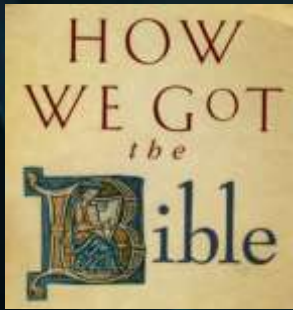
Textual Criticism



Merriam-Webster : The study of a literary work that aims to establish the original text.

Encyclopedia Britannica: The technique of restoring texts as nearly as possible to their original form.

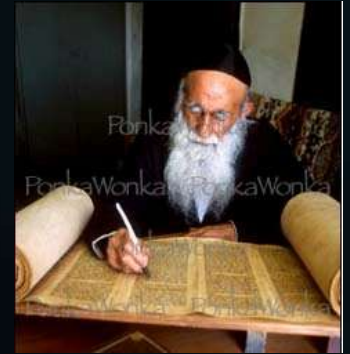


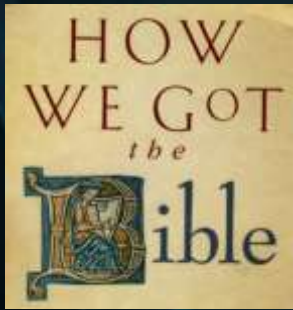


The Copying Process

Imagine sitting for hours each day, days on end copying text sometimes by candlelight. You read, you ink, you write, you read, you ink, you write.

Imagine sitting in a room with many other people while someone reads passage after passage out loud and you each write down the words spoken.





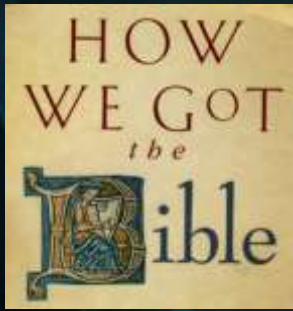
Exercise 5-1



On the back of your worksheet please make an exact uncial (all capitals) copy of the uncial passage at the top left of that page. Keep the same lines!

When finished, trade papers and check each other's work marking any errors you find. Return papers.



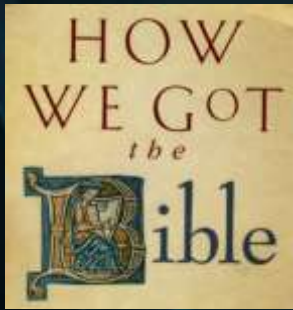


Exercise 5-2



On the back of your worksheet please rewrite that same uncial passage in standard, punctuated English.





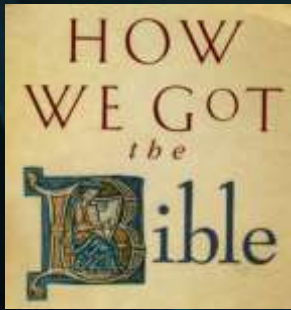
Exercise 5-2 Source



There were 3 muskateers who lived together within 5 miles of the castle of King Edward the 2nd. One needed Edward's blessing to be trained for the corps of sword-slinging palace protectors.



Were you tempted to correct the spelling error?



Common Error Types

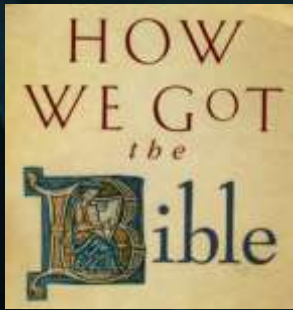
Haplography

When copying text it sometimes occurs that lines in close proximity, especially adjacent, end in similar words or phrases. In these cases a scribe might omit the second occurrence because he sees that he has already written it.

ΟΥΚΕΡΩΤΩΙΝΑΛΛΗΡΗΣΑΥΤΟΥΣΕΚΤΟΥ
ΚΟΣΜΟΥΑΛΛΙΝΑΤΗΡΗΣΗΣΑΥΤΟΥΣΕΚΤΟΥ
ΠΟΝΗΡΟΥ

I do not pray that thou shouldst take them from the [world, but that thou shouldst keep them from the] evil one.

**Example: John 17:15 in the Codex Vaticanus
Omitted a key phrase [in brackets]**

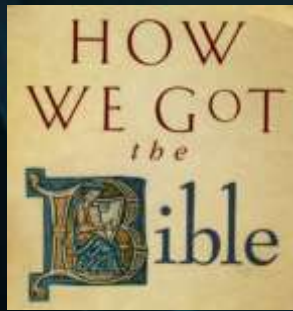


Common Error Types

Substitution of Synonyms

Most languages have words with similar meaning. Scribes reading a line or two and then writing what they had read sometimes remembered the thought correctly, but recorded it with certain words replaced by synonyms.

While this usually has no significant impact on meaning, later translations might draw further and inappropriate conclusions.



Common Error Types

Faulty Hearing

While listening to a reader and recording text it is easy to 'hear' something different from what is read. This can happen because certain words, letters or combinations of letters sound similar. Greek is particularly sensitive to spelling.

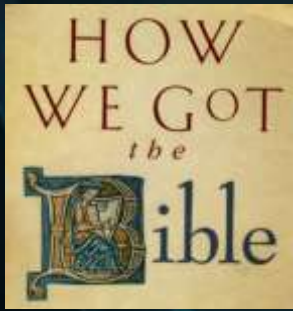
Example: 1 Cor 15:54

ΚΑΤΕΠΟΘΗΘΑΝΑΤΟΣΕΙΣΝΙΚΟΣ

"Death is swallowed up in victory."

ΚΑΤΕΠΟΘΗΘΑΝΑΤΟΣΕΙΣΝΕΙΚΟΣ

"Death is swallowed up in conflict."



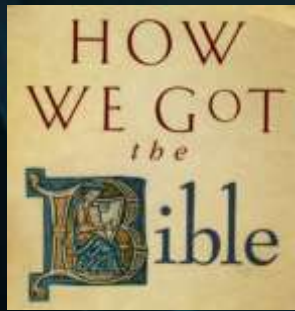
Exercise 5-3



On the back of your worksheet, record the short passage read aloud to the class.

What was the protagonist's occupation?



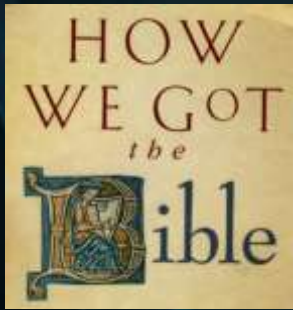


Exercise 5-3 Source



The sole practitioner worked from home. Saving soles was a family tradition, and he had been heeling for people from an early age. Dealing with problems of the tongue was his specialty, and he always laced his ministrations with genuine care.





Common Error Types

Transposition of Letters

Transposing letters while copying can lead to interesting consequences. Entirely new words may form, or the transposition may cause the writer to complete an entirely different word.

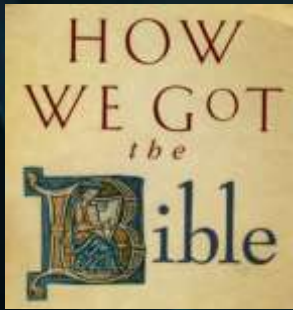
ΚΑΙ ΕΚΕΙΝΑΙ ΕΙΣ ΙΝΑ ΜΑΡΤΥΡΟΥΣ ΑΙ ΠΕΡΙ ΕΜΟΥ

And they (the Scriptures) are the ones testifying concerning me.

ΚΑΙ ΕΚΕΙΝΑΙ ΕΙΣ ΙΝΑ ΑΜΑΡΤΑΝΟΥΣ ΑΙ ΠΕΡΙ ΕΜΟΥ

And they (the Scriptures) are the ones sinning concerning me.

Example: John 5:39 in the Codex Bezae
Early transposition followed by wrong completion of word



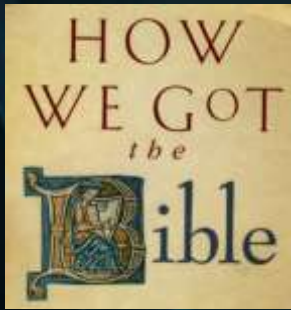
Common Error Types

Conflation

When a scribe used more than one source for his copy divergent readings were sometimes combined to ‘cover the bases’.

Luke 24:53 in all early manuscripts reads, “... *were continually in the temple blessing God.*” Codex Bezae substitutes *praising for blessing.*

Many later manuscripts read, ““... *were continually in the temple praising and blessing God.*”



Common Error Types

Variations in Sequence

In Greek the order of items in a sentence does not really matter. As a result scribes sometimes recorded all the right elements, but in a different order than the original source.

ΠΑΝΤΕΣ ΚΑΙ ΕΠΒΑΠΤΙΖΟΝΤΟ

And there went out to him all the country of Judea, and all the people of Jerusalem; and they were baptized by him in the river Jordan, confessing their sins.

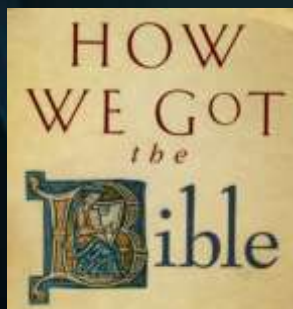
ΚΑΙ ΕΒΑΠΤΙΖΟΝΤΟ ΠΑΝΤΕΣ

And there went out to him all the country of Judea, and the people of Jerusalem; and they were baptized all by him in the river Jordan, confessing their sins.

ΚΑΙ ΠΑΝΤΕΣ ΕΒΑΠΤΙΖΟΝΤΟ

And there went out to him all the country of Judea, and the people of Jerusalem; and they all were baptized by him in the river Jordan, confessing their sins.

Example: Mark 1:5 as recorded in three different manuscripts.



Common Error Types

Assimilation of Wording

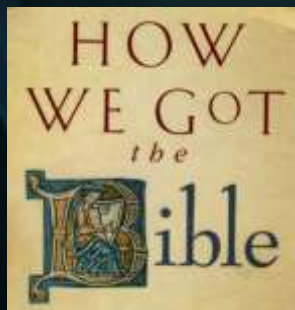
Scribes were often very familiar with scripture and would recall and record wording from parallel passages or thoughts recorded elsewhere instead of copying accurately the work at hand.

Why do you ask me about what is good? One there is who is good. --Matt. 19:17

Why do you call me good? No one is good but God alone. (assimilated to Mk. 10:17; Lk. 18:18)

N.B. It is impossible to determine whether this is unintentional assimilation or intentional harmonizing.

Example: Matt 19:17 is distinctive in early MSS, but mimics Mark and Luke in later MSS



A Bit of Homework



OK, so just this once we're going to assign some homework. On the back of your worksheet, Unit 5-4, you'll find the assignment. There are different assignments (A-D) so couples should complete different versions. Please bring your homework to our next class!

