

## **Critic Thought is an Internal Issue: An Investigation into the Factors of Criticism in Iran**

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### **Abstract**

*One of the important mysteries of overcoming difficulties and sufferings, is the use of others thoughts and opinions to acquire more insight toward realities and matters which mankind is constantly involved. Each person when encounters with truth, by relying on his/her experiences and thoughts can have a knowledge about it and judge it; but can we say that his/her knowledge is exact, perfect and reliable. Surely No, then what is the solution? The study of past human life, shows that the presentation of the opinions and exposing them to criticism and others' opinions to some extent can test, reform, change and confirm the obtained insight and more reliance will be gained towards its practice. Now, the question is that how the criticism should be done. In this paper the attention is paid to the manner of criticizing. Therefore, the meaning, implication, background, importance, necessity, grounds, moral and scientific criticism to be used by all.*

**Keywords:** Criticism concept, criticism ground, criticism constituents, Moral and scientific criticism standards.

### **1. Introduction**

During our lifetime, we ever observe the gradual, continuous and quick increase of different knowledge mostly in the context of basic and experimental sciences and lowly in humanities. Considering the approach of researchers to the qualitative studies, we hope the human's creative mind to achieve the realities in relation to humanities more than present and reduce the low-information crisis of humans to quality of achieving the collective and universal friendly and honorable life.

Entering into this life, need to goal and planning for participation of all people in understanding of knowledge and obviating the ambiguities related thereto for reaching the true realities of life; thus, the achieved knowledge must be provided for the reality-seeking minds of all humans in order that everyone proportional to his ability and understanding can take effort for their completion and dissemination and so a common understanding of individual, collective and friendly life regulations to be provided in the world, and subsequently the requirements to be supplied for scholars in order to access a cheerful and continuous life for the current and future generations, gradually.

In the accelerated movement of acquisition, production and development of knowledge proportional to the routine needs of human, every thinker is dealing with presentation of his scientific findings. He must request from thinkers and experts of his epistemic field to help and share him for completion and development of that science, in order to recognize, accept and manifest the utopia of collective and universal life. Therefore, scholarship, its amendment, application and dissemination constitute the basics of combating against the current crises of human life. The important point is taking action for integrated effort and thinking for happiness of the public life. This excellent goal is achieved in the benevolently environment of offering thoughts, works and crisis thereof and wisely and sympathetic recommendations.

This essential question is propounded that, what is criticism and what are the correct criteria for criticism and achieving the humans' honorable life realities? Subsequently, we should find researched answers for its subset questions as follows:

1. What is the lexical and conceptual meaning of criticism in our mind?
2. What are the characteristics of criticism meaning and concept?
3. Considering the criticism literature, what is the purpose, importance and necessity of criticizing?
4. What are criticism fundamentals and principles?
5. What are the moral and academic factors of criticism?
6. What are the criticism results, purpose and factors?

## **2. Lexical and Conceptual Meaning of Criticism**

In lexicon, criticism means taking the indistinct works and their elements into consideration and separating their good and bad points from each other or separating the pure from impure, clearing the word, considering the poem, word and differentiating its good point from its bad (Dehkhoda, 1994).

Criticism in Arabic language means examining to discern good from bad. But, in literary domains, it has two meanings: first art of evaluating the technical and literary works by academic analysis and second academic exploration about the literary texts with respect to the resource, accuracy of text, creation, feature and history which is divided in several types such as historic, moral and archetypal and rhetorical criticism (Frye, 1957). In philosophy, criticism is defined as "free exploration" means a procedure that is not dependent to any philosophic school. From Immanuel Kant view point, it is referred to the rate of rational conformity to the sensory perceptions. Definition of criticism ultimately is referred to its lexical meaning. If we consider this point, the criticism sometimes includes the elements of human life and his activities and thoughts, education context etc. (Malekavi, 2001).

In European culture, criticism has a long history. The word 'criticism' has been derived from the Greek word 'Kritikos' which means 'able to discern, and judge,' and any person who does the act of judging is called a critic. Although this word occurs in the Greek works of poetics, in English literature it was first used by John Dryden in a work entitled *The State of Innocence* (1995).

The Age of Pericles in ancient Greek is known as an age of creative activity. Writers such as Aeschylus, Sophocles and Euripides exalted this age. The beginnings of Greek criticism belong to the sixth century B.C. but before Plato it was not systematic. Socrates was the first philosopher that was called the judge of his age. Plato sprinkled this seed and developed it. Criticism was obsolesced at Alexandrian age. In ancient Rome, signs of criticism and creative thought are observed in sophisticated reflections and Cicerone's viewpoints. At the age of Jesus, the intellect and heart are intervened as the tools for judging and the recognition of truths and untruths. At the middle of Middle Ages, recognition of total and partial realities is noticed.

At the age of Modarresi philosophy, criticism caused the combination of religion and philosophy. Within the next centuries, with respect to the academic-movements particularly in thoughts of Erasmus, Bacon and Descartes, criticism was defined more clearly. Judgments on subjects were extended, so that is observed in the thoughts of John Lock and Rousseau. Kant at his age used criticism word in practice and assumed it as "assessment". It is quoted that the critics' work is like as judges' work in the tribunal (Jahani, 2003). Ultimately, in 19<sup>th</sup> century, some followers of Marx, established Frankfurt School and wrote articles on critic thought. Their viewpoint in this school was changed to an independent domain to judge between religiousness master and intellect followers. Criticism of knowledge in West has a clear history particularly since 18<sup>th</sup> century, French philosophers were the guide of this approach such as Emile Boutroux (1845-1921) in his books titled *The Contingency Of The Laws Of The Nature* (1847), and *The Idea Of Natural Law In Science And Philosophy*, (1895); Pierre Duhem (1861-1916) in his important work *Le mixte et la combinaison chimique. Essai sur l'évolution d'une idée* (1902); Henri Poincare (1854-1912) in his book *La Science et L'Hypothèse* (1902); Richard Avenarius (1843-1896) in *Critique of Pure Experience*. They were seeking to prove the important point; the science is far from infallibility ideal which was attributed thereto in 19<sup>th</sup> century (Bochenski, 1956). Thus any kind of human knowledge is not exempted from criticism and identification of weaknesses and strengths and by criticism and analysis, new realities may be identified gradually.

Lexically, it is concluded that criticism means discovering and revealing the truth. In this relation, any subject and object that involves the human mind in its definition and identification has the reality and genuineness out of common imaginations. Recognition of each reality demands its exclusive style. Hence, the correct definition of each subject relies on recognition of its style. This recognition may have degrees of the subject of reality's truth, because the accuracy of this recognition is dependent to the cognitive capability of its perceiver. Whereas the perceiver's cognitive capability is defined and recognized based on growth process of different aspects of individual's personality (rational, physical, emotional and social) and his experiences and knowledge, hence any recognition of reality may includes weaknesses and strengths. Examination of such recognitions of realities by other persons may identify the cognitive deficits of each reality and near us to the truth and genuineness of that subject and increase the correct knowledge, and consequently reduce the human problems. Performance of this procedure is called criticism. Therefore, criticism may be discovered and recognition of reality accuracy and their knowledge of perfection may be defined based on the revelational, rational, experimental and examinational criteria and standards.

The reality may be a foreign body or human's reflections to any subject. When someone's thoughts are reflected to a subject to differentiate its accuracy and inaccuracy based on the accepted criteria, it is criticized so called. Some experts assume the criticism as assessment of a viewpoint based on logical tragedy and determination of its accuracy derived from the objective and public standards. Critic and criticism doesn't mean caviling but means assessing something and determining its correctness and its conformity to accepted social standards (Motahari, 2005).

The criticism as a method for differentiating the pure from impure reforms the completion of reflections related to realities concurrent with beginning of human's life on the earth. Philosophy of history benefitting from this theory reveals plenty of realities. Thus, the criticism has a rich literary background. Criticism includes all human's judgments regarding him and the existence which has been surrounded him; these judgments may be originated from science or philosophy, total or partial knowledge. The criticism tools are different depending on the various subjects. It may include the intellect, experience, experiment, usefulness and so. The significant point is to hear the promises and considering the acceptable factors, to identify the best ones and follow them. This recognition instruction has been mentioned in Quran (Zomor Surah, Verse 81).

In consideration of the meaning and concept presented for criticism, we may present deeper meaning of criticism. It is the gradual process of investigating the human knowledge of total partial and various realities in relation to world and man that is performed by curious, scholar and truth-seeking and these knowledge are perfected and the man benefiting from these growing knowledge can reach the life calmness and comfort. To clear the concept of criticism, its background and history is reviewed shortly.

### **3. Literature Review**

The oldest critical reflection is found in God's messages and guides. These criticisms relate to the humans' beliefs on the world and man and quality of human's life. For instance, in Anbiya Surahs, the judgments of idolaters at the age of prophets are reviewed and criticized and to reach the truth, thought, experience and evidences are used. Encountering the non-Islamic thoughts and reflections, God orders the prophet Mohammad in this way, "Tel them: if you are right present your evidences" (Baghareh Surah, verse 111), thus any theory must be formed based on the documented and proved arguments.

Study on the history of science philosophy clarifies the position and significance of criticism as well so that any new science is the product of thinking about the previous knowledge and businesses and reviewing their criticism and completion. According to the history of science, at any time, the scientific achievements are related to the previous history but it is neither the result of a static thing nor the collection of known truths, rules and theories but is something beyond which and takes a critical position ever. It is always abraded and modified (Bernal, 1971). The Muslim thinkers criticized and interpreted the Greek works and modified and completed them.

For instance, Ibne Bajeh (523 AH) criticized and interpreted the works of Aristotle. All thinkers for durability of their recognitions of realities provide them for review and criticism of other experts, in order to peruse them and identify the weaknesses and strengths logically and aid the work owner in its modification and perfection.

Works of Muslim scholars show that criticism was provided in all contexts of human sciences. For instance, A. Ghazali in the preface of *Tohafat al Falasafeh* wrote, that group of philosophers and their heads that are imitated are relieved from accusation to deny of legal religions, and believe in God and affirmed his prophets, and this group regardless of principles has made some mistakes in details and slipped and own were perverted and perverted the others, and we will reveal all delusions and wrongs that deluded them and explain that they all are only for fearing the people and are not useful and God is gracious for clearing and assisting what we intended. (2) Moreover, Ali Akbar Hosseini, in the preface of *Islamic Education and Training: Fundamentals, Resources and Principles* wrote,

I acknowledge that despite of my abundant efforts and spending a lot time, still there are countless deficits and deficiencies in this work which are arising out of high volume of work from one hand and perceptual and cognitive limitations from another hand. Also I know the frauds and mistakes are the effect and basis for behavior and conduct of the non-immaculate human. (10)

In the Western thinkers' works taking consideration to the significance of criticism is salient for instance Francis Bacon (1593-1561) criticized the logics of school followers. In addition, Rene Descartes sent *Rules for the Direction of the Mind* before its first edition to professors of Faculty of Theology of Sorbonne and with humility requested them to consider it, modify and approve in order to be accepted by public and also the atheists get silent, then sent copies of which to the great scholars and scientists and requested them in the event of any claim, resend him and accordingly they wrote frequent true and false claims and sent him and he replied immediately, therefore he requested the readers, before reading those works, to make no claim ( Ahmadi, 2002). Equally important, Rene Wellek wrote magnum opus *A History of Modern Criticism* and assumed the history of criticism as a branch of reflections history. Most important, Northrop Frye in 1957 published *Anatomy of Criticism*. This brief review to the background of criticism attracts the human's curious mind to the valuable goal and position of criticism in revealing the realities' appearance and inner.

#### **4. Objective of Criticism**

Considering the meaning, concept and background of criticism, the criticism objectives may be categorized as follows:

- a. Accessing the reliable studied and use of life realities
- b. Modification, completion and excellence of previous knowledge and discovering and applying the new knowledge
- c. Establishing the safe societies according to knowledge-based relations
- d. Manifesting the existential values of human under criticism of each others' findings
- e. Strengthening the curiosity feeling, critical spirit, creativity, innovation in all scholars
- f. Increasing the ability of information analysis and theorizing

#### **5. Significance and Necessity**

All raised contents extensively provide the grounds for understanding the significance and necessity of attention to criticism and its quality. The necessity of criticism propagation is approved by this idea that no science has been formed due to its uniform and tranquil growth of its problems. Propounding the new questions and criticizing the accepted and common beliefs cause the development of sciences and its advancement. In fact, the knowledge is developed and requirements of knowledge production are provided in environment of criticism and challenging the common claims and applicable norms. For instance, Ptolemaic model didn't reach the Copernican model without any barrier, over time; if people like them were not, and didn't criticize and question the common model, it was not possible to provide a new system in the board. Relativity theory of Einstein is the product of criticizing the common beliefs raised in the time of absolute Newton system. Our religious sciences have grown only as a result of continuous criticisms of benevolent and malevolent and reached to its current position. A review on the past shows that whenever the criticism market was promoted, the growth of sciences and its production was more serious and clear (Eslami, 2005). Likewise, Some experts of philosophic history assumed the criticism as the agent of knowledge development, so that one of them writes, "In the new age, particularly after attention to a science called "criticism of history", the concept of history was extended" (Houman, 1961). This role applies on all sciences. Rene Wellek, in preface of *A History of Modern Criticism*, assumed the purpose of criticism from beginning of renaissance until half of 18<sup>th</sup> century, including stabilization, completion and extension of a viewpoint on literature.

Some scholars declared the significance and necessity of criticism in appreciating the reflection owners and wrote, "More important than any respect is to analyze and even criticize the different aspects of reflections and works of an intellectual personality in order that he tries to respond his intellectual positions and so clarifies a lot of ambiguities that may be later cleared with guess and probability" (Nasri, 2004, p. 2).

Most of scientists through critical thinking in others' works could activate their creative mind and while completion of knowledge, offer the new viewpoints and entitle their work of chapters thereof criticism, such as *Interpretation, Criticism and Analysis of Masnavi Manavi of Molana Jalaleddin Balkhi* which is the valuable work of Allameh Mohammad Taghi Jafari, or *Critics of Analytical Logics* which is a part of *Explorations of Theoretical Intellect* by the great scholar Haeri Yazdi (1981), and criticism of other samples of western scholars works which are introduced in this paper.

Clearing the criticism objectives reveals the necessity and significance of its prospering among the thought and reflection owners. The satisfactory life seems to be realized in a society that its people before everything signify the judgment based on wisdom, and are knowledge-oriented, welcome the review and criticism of each others' thoughts and reflections, because the owners of power, eminence and property rule on the unaware society and the public life becomes more difficult.

Luckily, today, critical and critic-accepting culture becomes prevalent in the societies, gradually. Iran that has registered the rich history of critic culture since beginning, is challenging all reflections particularly the humanities and invited all cultures to discourse and established centers for this end. Inside the country, such institution has been established as well, for instance Humanities Research Center affiliated to Ministry of Science, Research & Technology published journal of 'Humanities Criticism' that reviews and analyzes the academic books mostly and identifies their strengths and weaknesses and offers the corrective suggestions. Contemporary Knowledge and Thought Cultural Institute published quarterly 'Critical, Intellectual and Cultural' journal.

But, what perfects the criticism topic is considering the fundamentals and identifying the criticism criteria, completion and application thereof for identification of strengths and deficits of scholars' works and offering the corrective suggestions, protecting them and developing the knowledge as well. Thus, in these two topics, suggestions are presented and are required to assess and modify them by the experts, and achieve the acceptable principles, fundamental and criteria for this purpose in order to use them for ruling of knowledge-orientation in individual and social life.

## **6. Principles and Fundamentals**

Principles and fundamentals mean the initial supports that criticism is performed based on them. They seem include three principles; a. object of criticism, b. ritual, scientific, cultural and social environment enforcing on the work owner, c. characteristics of critic. If we think a little on the background of this study, all three principles are perceived appropriately.

- a. The object of criticism is related to the reality that has been judged and introduced by a thinker. In this judgment, wisdom degree, ritual and social environment of work owner may be effective on his reflection. Paying attention to these points will show our trust to the accuracy of researcher's definition of reality, in general; in other word, these cases intervene in appearance and concealing of the reality dimensions. For instance, who views the world and human by platonic perspective and judges about a reality is different from whom by a Humic perspective to the world and human judges about the same reality. Hence, the critic must take a work into consideration by an impartial thought, and assess, modify and offer suggestions based on intellect, reasoning and fitness. According to Frye,

The criticism will offer its real meaning if it is not affected by tastes of its age and the critic is an experienced qualitative researcher. The critic's viewpoint must be able to make its own conceptual world and reside therein. This critic of criticism concept believes that "The essential principles of criticism are not still clear to us, if such criticism is developed, certainly will not bother anyone and the perfect systematization and advancement in research work is acquired. (25)

Here, the characteristics of critic are signified. A logic relationship must be established between these three principles. In fact, the epistemological degree and field, previous awareness and ruling environment will affect the mind of a works' critic.

When the critic with the viewpoint of convicting and prejudicing a work consider it, certainly will not observe all strengths of work owner, consequently, respect him lower, hence a general principle must be observed including review based on logical, rational and moral method far from any prejudice, jealousy, revenge etc. To avoid this problem, it is required to identify the criticism factors in moral and academic aspects and train them to all and introduce the low-significant criticisms, and fade them in the public mind, appreciate the work owner, open the ways for persuading and entering them into the context of modern reflections, wisely and justly criticism. The other point that is required for investigating a text of a work owner is to consider his intellectual records. Then, it is possible to judge and criticize, e.g. when Henry Corbin (2005) intends to talk about the philosophic viewpoint of Kennedy, writes, “Kennedy has been affected by Eulogia attributed to Aristotle and Alexander of Aphrodisias”. Then, accordingly we criticize it. The other point is that to criticize a work, the success of work owner in achieving his predetermined goals must be identified.

In criticism, the criteria accepted by the experts are required. Without them we may not have a wisely and justly criticism. Jalaaladdin Balkhi notices two essential points about the realities; first thinking and researching and the second having a criterion and standard for differentiating the truths from untruths, and right from wrong.

Mohammad Taghi Jafari in interpretation and criticism of Molavi’s words, wrote, “Perhaps we can obtain a touchstone and by a spirit that has extracted the truths from experiments, distinguish the realities from duplicities and apply the same measure in our instructions and policies” (1971, p. 355). Therefore, it is necessary to pay attention to the following criteria. To criticize, two factors are required: a. moral factors, b. academic factors. Academic criticism without observing the moral factors is not performed correctly. As Haddad Adel says, “as long as the criticism morality is not compiled and the people don’t apply this morality, the criticism will not be developed” (2008, p. 29).

## **7. Moral and Academic Factors**

In the review of experts’ viewpoints, criticism factors are identifiable in two moral and academic dimensions that each one will be reviewed and presented.

### **7. a. Moral Factors**

Moral factors and rules necessarily must be so that everyone can set it before his eyes. As Kant says, moral and conduct binds our behavior to the conditions that acceptance of which is mandatory by every community of thinking creatures (Magee, 1993). Observing the moral rules convinced the critic and work owner to the consensus and reformation. If these rules are not observed, the criticism may be deviated and the justice and fairness get far free from correct judgment. Therefore, the criticism must be provided in a healthy mental environment in order to avoid resulting in repression of talents and be fairly and sympathetically (Mozafar, 2008). These factors are not known, thus the practical form that is presented will not be the final document. The review is required to be performed in rational style and accepted items to be approved and the deficiencies to be obviated. And the moral factors include as follows:

1. Ritual, ethnic, factional, familial and fame-seeking dependencies must not be intervened in criticism of a work. (Jafari, 2000)
2. A work is criticized that the critic has the required and adequate knowledge and experience thereon.
3. The critic’s intent must be identification of work’s weaknesses and strengths, and offering the documented suggestions for perfecting the knowledge and wise.
4. Consider the work and its owner clearly and take away the prejudices.
5. Avoid the intervention of hypocrisy, arrogance and jealousy spirit.
6. Avoid intervention of self-losing spirit in a work belonging to a famous personality, meaning where a deviation in the work was discovered, present the documentations and rational and substantial arguments bravely.
7. As respect to the relativity of human knowledge to the subject and its relationship with the other subjects, the work owner as well as the work critic accept the probability of each other’s cognitive fault since beginning and use each others’ faults in criticism and work and so strength the amities.
8. The criticism directions and goal must be development of knowledge, promotion of epistemic level and ultimately human’s luck.
9. Refrain from declaring the generalities, and explain the deficiencies by documents and evidences.

10. Consider the criticized subject as an explanation of a reality and distinguish it from the criticism of work owner, in other word, don't criticize the work owner instead of his work.
11. The critic must recognize his knowledge to the reality explanation before beginning the subject review and when assumed himself capable for criticism, then begins it.
12. If the critic has a high academic and social position, avoid the arrogance to the work owner and don't abstain from work criticism.

The other factors which must be considered seriously are academic factors. Here we explain the common samples thereof.

### **7. b. Academic factors**

There is a logical and rational relationship between moral and academic factors in the correct criticism. Observance of moral factors causes the critic to make an academic criticism fairly and abstaining from indulgence and wastage unless academic criticism is not performed and the work will not have the capability of recognition, reformation and development of modern knowledge. Today, in academic criticism of books and subjects, they are investigated from several aspects:

#### **A. General Review (work specifications):**

As mentioned in the criticism background, today in Iran, a center has been established for criticism of works and the forms and factors of academic criticism procedure have been identified and offered, but yet no consensus has been reached on recognition of criticism factors, thus firstly it is required to offer the criticism factors in different centers in order to reach to a consensus on works by a more general perspective. One of the important official academic centers in the fields of human sciences is Humanities & Cultural Studies Research Center. One of the major activities of this center is criticism and review of humanities texts and books. The interested professors are invited for this purpose from all universities in order to identify, criticize and modify the academic works in their specialized fields, later considering the current academic needs, criticize and review them based on the known factors. In the accepted plan, three aspects of work are evaluated and scored. Then, the performed criticism and review is assessed and evaluated by the other experts. If the assessed criticism obtains a score high then average, the strengths and weaknesses of work are identified, written and resend to the work owner for reformation and modification.

In the humanities texts and books criticism and review plan of research center, three factors are noticed: a. general review, b. formal review, c. contextual review

- a. In general review, the work specifications, its application and similar works are investigated.
- b. Formal review: the following items are considerable:
  1. Quality of work writing with respect to the fluency and expressiveness rate
  2. observing the editing and writing rules
  3. The work quality with respect to the lettering, page layout, bookbinding, volume design etc.
- a. Fitness of work volume according to number of course credits
- b. Explanation of formal changes comparing to former prints (if any reissue)
- c. Reviewing the status of foreword, explaining the work purpose, preface, index, result, table and image, summary of chapters and conclusion, subjective list, references and bibliography

#### **B. Contextual Review:**

1. Evaluating the quality of using the specialized terms
2. Evaluating the quality of work's specialized terms equalization in terms of its writing language
3. Quality and quantity of using the academic tools (introduction, conclusion, practice and test, diagram, table, statistics, comparison, image, plan etc.) for understanding the subject
4. Evaluating the content and subject integrity considering the objectives of respective course
5. Explaining the conformity of work's content to the title and index in documented and reasonable form
6. Conformity of work contents to the headings of High Supreme for Planning the respective course and explaining the defects and extra items
7. How is the proportion of work for teaching according to the field of study? Describe its reasons
8. Explain the work data and information statistical day.
9. Are there samples of innovation in this work? Explain.

10. How is the logical order and integrity of contents in each chapter and the whole work?
11. Have been the available resources used sufficiently for expression of discussed subjects? Write its reasons and evidences.
12. Have been resources used in this work without mentioning the name of their references?
13. Write the accuracy rate in documents and references of work.
14. Explain the particular academic, philosophic, moral and social orientation in this work and required evidences and reasons.
15. How is the approach of work to the Islamic culture and values and issues related to Islamic Republic of Iran? Explain by argument and document.
16. Explain the useful or destructive political, social and cultural dimensions of work mentioning the samples.
17. If the reviewed work is a translation, answer the following questions:
18. Which type of translation (complete, free, adaption, summary etc.)? Explain.
19. Evaluate the quality of translation mentally and with respect to safe-keeping.
20. Have been the translation principles (exact equivalent word finding), explanation and criticism of contents as writing introduction, footnote and note) considered adequately? Write the evidences and reasons.
21. If the said work is one of old works, answer the following question:
  - a. For understanding the contents, have been the new tools as introduction, notation, footnote, and note used? Present some samples.
22. If the reviewed work is the second edition to up, explain the contextual changes thereof comparing to the previous editions.

The critic after finding the answers for the above questions must score the relative clauses by excellent, very good, good, middle and weak options, according to two formal and contextual review tables.

Iranian Ministry of Islamic Culture and Guidance to introduce the year book, takes the criticism and review of books into consideration from two contextual and formal aspects. In the criticism and review of academic papers also usually the initiative, innovation, academic wealth, mattering, analyses and arguments, utilization of resources, logical integrity of contents and consistency between title and context, fluency and expressiveness, terms and observance of writing principles are criticized and judged.

## ***8. Conclusion and Suggestions***

In consideration of the presented viewpoints on the academic factors of criticism, these factors seem to have only the academic aspect and common and inferential factors which are modified in context review table. The important point is that these academic factors to be used in moral factors environment- which have been mentioned in previous pages (extracted from judges of scholars and philosophers) and the others' judges and ideas are criticized.

### **8.1 Identical Review**

**8.2 Formal Review:** according to the determined factors, universities' humanities books criticism plan which has been provided by humanities research center, to be executed. An external analysis of academic, intellectual and social basis, and the area and environment, the work has been created therein and its position among other related works in the specialized field must be specified.

**8.3 Contextual review:** including the following items in this review, each clause is firstly answered as a question, explanatorily; e.g. "how is the contextual integrity according to the subject?" the, quantitative calculation is performed as per following table. If the critic intends to collect the criticism of a subject as article or a book, benefits from argument, example, and references.



Row	Subject	Weak (1)	Middle (2)	Good (3)	Very Good (4)	Excellent (5)	Remarks
1	Contextual integrity considering the subject						
2	Logical order and contents integrity in each chapter and the whole work						
3	Use of valid and adequate references for expression of subject						
4	Nonuse of resources without mentioning their references						
5	Innovation and new results and suggestions						
6	Proper use of academic tools						
7	Appropriate use of academic terms						
8	Paying attention to values and development thereof						
9	Subject usefulness for meeting the academic, technical and cultural needs						
10	Use of the last academic findings						
11	Non-repeat of contents in different chapters-without necessity						
12	Using academic method in subject structuring						
13	Lack of ambiguity in text						
14	Rate of achieving the goals determined in the subject						

It is notable that the critic after reviewing the subject with respect to observance of moral and academic factors, prepares the conclusion and recommendations for completion or modification of subject for the work owner. Furthermore, by this criticism, the work still has not been finished. It is required to be criticized by other experts in order to ensure from its integrity. Also, it is required to provide the internal analysis of work and subjects such as philosophic fundamentals, methodology, and theories raised in work, updating the collected data, conformity of work subject to the content, validity of references, logical order of content, integrity of general approach of work, procedure of applying the academic tools, to be considered seriously. In the event of work importance, it is required the criticism to be submitted to the work owner as an academic-research article as analysis of formal and contextual analysis, conclusion and corrective ideas. The work owner may criticize the work criticism also, if required in order to develop the knowledge.

Consequently, identification of criticism factors is required. All experts are sensitive and active to discovery of elaborately and rational factors and try to perform the criticism based on the factors accepted by thinkers and wise and as a cultural effort and get the tradition of scholars. The critic thought seems to be an internal issue; it has been put in the man's nature in order to achieve the world's truths as possible. Therefore, its correct and balanced strengthening and training the critic and just people is required since the beginning of training life. So, the safe and friendly social life may be restored. Whereas the objective of this article is to identify the criticism factors, thoughts, judges, and reflections of human, the content of this paper is required to be assumed as introduction and take effort for its modification and completion. Hence, criticizing this paper is necessary in order to reduce its defects and clear its ambiguities gradually.

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