

### Exercise 6-1 - Textual Criticism At Work *(HAND THIS OUT FOLLOWING EXERCISE)*

Prior to class you should have completed your Homework / Prewrite assignment from Unit 5. There were four different homework sheets each containing the text of one of the following codexes: Indiana, Michigan, Illinois and Rhode Island. These works were each a copy of a short Reader's Digest article from 1989. Each copy presents a number of flaws and inconsistencies when compared with the others. The challenge of this group exercise was to work with other students in an attempt to reconstruct and annotate a representation of the original text. Often we do not have the original text (Autograph), but below is how the original article read:

*“Virtuoso violinist Pinchas Zukerman was giving a master class to a group of young artists who had come to the Aspen Music Festival from the four corners of the world. The auditorium was filled with their peers and distinguished teachers and performers; the atmosphere was electric. To each of the talented performers in turn Zukerman offered friendly advice and encouragement, discussing their playing in detail, and invariably picking up his own violin to demonstrate finer points of technique and interpretation. Finally came the turn of a young musician who performed brilliantly. When the applause subsided, Zukerman complimented the artist, then walked over to his own violin, caressed it, tucked it under his chin, paused a long moment, and then, without playing a note or uttering a word, gently placed it back in its case. Once more the applause broke out, and this time it was deafening, in recognition of the master, who could pay so gracious a compliment.”*

***Victor Rangel-Ribeiro, Reader's Digest, August 1989, p. 76.***

#### Challenges Presented in Exercise:

1. It is quite possible that new errors of interpretation or copying were introduced during the homework / prework phase of this exercise, and that students homework differed between one another.
2. There may be no perfect solution or result to the exercise, and there will likely be differences of opinion even within a group on how to complete the assignment.
3. Understanding exactly when and what to annotate can be difficult.
4. Detecting the probable relationships between the four documents supplied can be tedious.

***Please see additional handout, “Unit 6 Document Analysis” for an example analysis.***

#### **Textual Criticism**

The study of a literary work that aims to establish the original text. (Meriam-Webster)

The technique of restoring texts as nearly as possible to their original form. (Britannica)

#### **Stemma and Stemmatcs**

A diagram depicting relationships between versions of a literary work. Categorizing documents based on similar deviations.

#### **Eclecticism**

Reconstructing text by consulting a multitude of witness readings.

#### **Copy-Text Editing**

Correcting obvious-to-editor errors leveraging few sources

## Resources

#### **Earlham College Textual Criticism Overview**

<http://www.earlham.edu/~seidti/iam/>

#### **Byzantine Text Overview**

[http://en.wikipedia.org/wiki/Byzantine\\_text-type](http://en.wikipedia.org/wiki/Byzantine_text-type)

#### **Alexandrian Text Type**

[http://en.wikipedia.org/wiki/Alexandrian\\_text-type](http://en.wikipedia.org/wiki/Alexandrian_text-type)

There are many additional references available at sites