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CORRECTION

On page 5 of the Fall 1977 issue of the TSCA Journal,
Betsy Mashburn should have been listed as the Teacher of
the Year for 1974. We apologize for this omission.

THE SPEECH COMMUNICATION MAJOR REVISITED

Ralph Hillman

In the Fall '77 edition of this journal, David Walker assembled 5 editorials on "Outlook: the Speech Communication Major" from academic leaders in our field. After reading, and re-reading especially the opening of those editorials I came away with the very optimistic feeling that the speech major will survive. Implicit with that sentiment is the nagging belief that those of us who teach in the field are therefore obviously secure where we are and as we are. Oh, we might need to deal with "relevancy," or placement, or liberal arts, or constant evaluation, but nothing too serious to cause concern. At least, that's how the editorials opened and the impression I retained.

Maybe in Tennessee we are looking at the problem with rose-colored glasses, but across the rest of the nation the Speech programs are in trouble. Over all, there are fewer students wanting the Speech Communication major; there are fewer majors graduating. There are fewer majors being placed in jobs where their speech communication training was a major variable required for hiring. All this really becomes a problem because of our constantly declining student population.

A recent survey of state-supported universities in Tennessee indicates the following data: Only one University has a major in Speech Communication. One University has no speech program at all. The remaining eight Universities

polled have Speech Communication as an emphasis or concentration or track in a larger department. Only one of the schools is showing any significant growth in the number of Speech Communication graduates. The other schools are holding constant. Only one of the schools has shown any significant growth in number of graduates from programs similar to the Speech Communication major.

The Board of Regents is now requiring as a guideline 10 majors graduating a year to justify a major in a degree program. One saving grace for most of the above programs is that they don't have a Speech Communication major. Those figures come from comparable programs with an "emphasis" (or some similar term) under a larger umbrella major such as Speech and Dramatic Art or Mass Communication. What I'm contending, pure and simple, is that the Speech Communication major, if indeed there is one, is in trouble; big trouble.

No longer can we afford the luxury of small classes. Our universities are screaming for student credit hours. No longer can we afford to offer the traditional speech courses. Students with other majors take our courses only when the direct application is obvious. No longer can we afford to sell our few majors on the traditional teaching-as-a-profession format. Most of our majors don't select the teaching profession as a career because we can't place them. No longer can we afford to teach our "first" course as strictly a public speaking class. That traditional format does not deal with negotiations, interviewing, interpersonal and other areas, and generally turns off

students from going after more courses and possibly being majors. No longer can we afford to respond to our students, peers, administrators, or the public as if we were sophisticated communicators. That smug dehumanizing approach is helping to kill us. No longer can we offer the public speaking class as the remedy for all communication problems. The generalization that "everyone will give a speech someday" isn't specific enough to meet the needs of everyone.

We must use our communication training to survive. We must change our communication behavior if we hope to stay alive as departments which have the potential to offer the speech communication major. We must be competitive in the market for students, a market which is declining. If we do not analyze the communication needs of those students in our majors and as part of other department majors, we lose the competition. We must analyze those needs and build our programs to meet those needs.

Most enrollment projections call for the student population to change. The age will increase. There will be more parttime students. More students will seek courses without desiring to be a part of a degree program. More students will want courses which have only direct, applicable, job related content and/or performance.

Each University in Tennessee probably has some unique factors to consider about their potential student population. We who support the speech major must deal with that student population with a very thorough analysis.

Once we have analyzed our audience we had better take a look at who we are as Speech Communication Departments and faculty. What skills in communication do we have to share? What skills in communication haven't we used? What new communication skills do we need to learn and be able to use? When and to whom do we make those communication skills available? Might it be possible that we need to identify negotiation skills in the evenings or on weekends to business groups or married couples planning divorces?

How many of our departments are still operating under a military model or the carrot-as-incentive mode? How many departments have not restructured themselves (or been administratively restructured) to keep up with the demands placed on department administrators? How many departments are now headed by Professors who shuffle papers just adequately, but never provide department leadership to allow for the kind of change necessary for growth? How many departments are locked into salary and tenure conditions that make these considerations almost a futile attempt?

We need to re-examine the whole Speech Communication idea. We need to deal with our potential student population, whoever they are and provide the kind of courses consistent with their academic desires. We must re-examine our departmental administrative structure. We must take a hard look at our faculty, the training they have and/or need and how best to use their instructional talents.

The outcomes of this whole re-evaluation process must be consistent with the changing priorities of our Universities. Are those priorities bound to Instruction, Public Service or Research? Or is there a combination unique (which is rewarded with reimbursement?) to each University?

Yes, I believe the Speech Communication major is in trouble. However, I'm not too sure that that is all bad. If we hold very tightly to the Speech Communication major as we have grown to know it, then I think we as faculty and departments are in trouble too.

NOTE

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JOHN WYCLIFFE: MORNING STAR OF THE REFORMATION

David A. Thomas

INTRODUCTION

Lionized by his nineteenth-century biographers
and by Protestant chroniclers of church history, John
Wycliffe may be seen dimly through the mists of accu-
mulated centuries as an iconoclastic priest, preaching
over a century and a half before the Reformation against
the corruption of the Catholic Church. He carries the
reputation of being the first translator of the Bible
into the English language, and of being the father of
the Lollard movement in England.

This paper will reconstruct the historical situa-
tion, inquire into the factors of Wycliffe's education
and training which influenced his preaching, and examine
his English sermons to determine his rightful place in
history as a preacher, insofar as the evidence allows.

THE AGE

England, like all of Europe, was dominated by the Catholic Church during the Middle Ages. The Church laid claim not only to the spiritual affairs of the people, but to many temporal affairs as well, particularly political and economic policies. Politically, the Church insisted that the King ruled by divine right and was subject to the Church in the spiritual and moral realm. Economically, the Church collected tithes and other monies from every Christian country by force of law. Moreover, churchmen were subject, not to civil law, but to ecclesiastical law; thus, the Church insisted on the divine right of Bishops as well.[1]

The Most important political event of the fourteenth century in England bearing on this study of Wycliffe was the struggle between the royalists, led by John of Gaunt, and the clerics. The issues of the struggle were economic: John of Gaunt fought the Church's ability to control and drain the country's wealth through its extensive land holdings and its power to tax.[2] As will be made clear, John of Gaunt was able to exploit Wycliffe's theological teachings in the struggle. Although Wycliffe could not have foreseen (nor was he ever charged with) the violence which ensued, the Peasants' Revolt led by John Ball was a direct result of the clash over who should control the wealth. The compromise which the nobles forced the

peasants to accept marked the end of Wycliffe's in-
fluence at Oxford[3] and the acceleration of his translat-
ing and preaching in English.

While the country was thus exploited by the Church,
sensitive churchmen searched in vain for priests who
would serve the spiritual needs of the people. But the
parish priests, whose main function was to perform the
Sacraments, came to regard their benefices as a source
of income only.[4] The preaching friars similarly neglect-
ed the deeper needs of the people by reducing their
sermons to entertaining stories while they collected
money for their pains.[5]

That there was official indifference to the plight
of the people was the ironic, yet inevitable, result of
the system for appointing bishops. The bishoprics in
the Church were awarded to those who could administer
the vast lands and wealth of the Church, not necessarily
the most pious candidates. G. M. Trevelyan, the British
historian, stated, "Hence,though the Bishops were likely
to be neither fools nor knaves, they were still less
likely to be saints."[6]

Wycliffe sought to reform the Church's administration
in order to eliminate the disgraceful neglect of the
gospel. The Church, in protecting its vested interests,
forced Wycliffe into a more and more radical position.
This paper will discuss the controversy insofar as it

relates to the English sermons; as shall be shown, Wycliffe was driven by the Church to an appeal to the people, and ultimately, an appeal to history.

THE MAN

Little is known of the early life of John Wycliffe. His father, Roger de Wycliff, was lord of a manor called Wycliffe.[7] The date of John Wycliffe's birth is unknown, but a date between 1320 and 1324 is probable.[8]

The events in Wycliffe's life which had the most influence upon his preaching may be conveniently examined in two areas: Scholar at Oxford and rector of Lutterworth Church.

Herbert E. Winn, an English editor of Wycliffe's writings, summarized Wycliffe's course of study at Oxford as follows:

> First, as a student in Arts, he "ground at grammar" and logic; then, as a Bachelor, he lectured on certain prescribed portions of Aristotle; and was finally awarded the degree of Regent Master of Arts in 1361. There followed a course of equally long duration in Theology. From 1363-1366 Wyclif applied himself to the text of the Vulgate; then for two years to the Sentences of Peter Lombard, the great medieval textbook on the Scriptures. After this he lectured for several years on the Bible and the Sentences, and after various public disputations, was granted the full Doctor of Theology in 1372.[9]

The "grammar and logic" referred to by Winn consisted of the Trivium: one of the three broad areas of the Trivium is rhetoric. Yet one must not make the hasty conclusion that Wycliffe received an education in "the art

of persuasion, beautiful and just." Instead, rhetoric as then conceived was founded in the logical works of Aristotle; Cicero's Topics, De inventione, and De Oratore; the Rhetorica ad Herennium; the Commentaries of Boethius; and Quintilian to a lesser degree.[10] The emphasis in these works is upon inventio; the purpose of narrowing the study of rhetoric to this aspect was to provide a method for selecting and amplifying the text and materials for sermons.[11]

Indeed, the Rhetoric of Aristotle was unavailable to Wycliffe. Although it was translated from Greek into Latin in the thirteenth century, it is not mentioned at Oxford until 1431, when it was prescribed as an alternative reading with Cicero, Ovid, and Virgil. Even so, whatever the Rhetoric appeared in the Middle Ages, it was usually bound together with Ethica or Politica or both; never with the dialectical works. This arrangement supports the judgment that rhetoric was considered useful primarily in moral philosophy during the time Wycliffe was a student at Oxford.[12]

Wycliffe compiled a brilliant record at Oxford. William W. Capes, a British historian, called him "the last of the great schoolmen before he became known as the earliest of the reformers."[13] Margaret Deanesly, the Cambridge historian, quoted Arundel, a contemporary figure with Wycliffe, as saying:

> In those days flourished master John Wycliffe, rector of the church of Lutterworth, in the

> county of Leicester, the most eminent doctor
> of theology of those times. In philosophy he
> was reckoned second to none, and in scholastic
> learning without rival. This man strove great-
> ly to surpass the skill of other men by subtle-
> ty of knowledge and the greatness of his ability,
> and to traverse their opinions . . . .[14]

Upon earning the degree of Doctor of Theology in

1372, he was retained as a faculty member, and also re-

ceived successive Church preferments until, in 1374, he

was appointed rector of Lutterworth, a church near the

Leicester home of John of Gaunt.[15]

His brilliance as a schoolman did not mean that he

was orthodox, or even that he was diplomatic in his un-

orthodoxy. On the contrary, he made increasingly con-

troversial statements in a day and age when dissent was

not welcome. Not all his thoughts are appropriate here,

but mention should be made of at least one; his doctrine

of the "dominion of grace."

As stated above, the Church insisted on both the

divine right of Kings and of Bishops to reign in their

respective spheres. Wycliffe's theory of "dominion of

grace" rejected the Papal claim to dominion in spiritual

powers as well as in temporal possessions. He taught

that all dominion, power, or ownership comes from God;

and that every man is his own mediator, owning vassalage

to no lord or Pope. His theory went further, and stated

that dominion is automatically removed from those who

16

disregard the laws of God. He emphatically denied the Bishops' right to dictate in either ecclesiastical or political matters.

John of Gaunt, uncle and Protector of the boy-king, Richard II, exploited this radical doctrine and used it against the Church. He became Wycliffe's sponsor, and when charges of heresy were brought against Wycliffe in 1377, he was influential in having the charges dropped.[17]

But the Peasants' Revolt turned the tide against John of Gaunt, and Wycliffe (who had been basking in his protection) had unfortunately chosen that moment in history to propose to the parliament the gradual confiscation of all clerical property by special taxation. Charges of heresy were again brought against Wycliffe in 1382, and John of Gaunt could not or would not save him a second time. Wycliffe was convicted by a special council under Archbishop Courtenay of teaching several points of heresy. He was forbidden to teach further at Oxford.[18]

Ejected from Oxford, he retired to his parish at Lutterworth, where he remained until his death on December 31, 1384. In these last years of his life, he did the work for which he is remembered best. It was here that he and his followers are reported to have produced a vernacular Bible,[19] and less spectacularly but more relevant to this paper, he turned from Latin to English for his sermons. In point of fact, the two things are directly interrelated; he himself felt that the preaching was more important than the translating.

THE ENGLISH SERMONS

Another corollary of Wycliffe's doctrine of the dominion of grace was the primacy of preaching. If it were true that the Pope no longer had spiritual dominion over men's souls, then everyone must know and understand the Word of God for himself; hence, it became necessary both to translate and to preach the Word of God in plain English. To Wycliffe's mind, preaching was more important to the Church than administering the Sacraments.[20] But the preaching had to be Biblical. He strongly criticized the friars, who preached "poesy" and "fables."[21] Trevelyan said, "He wanted an entirely different class of preacher, one who should call people to repentance, and make the sermon the great instrument for reformation of life and manners."[22]

Prior to 1200, sermons in the Middle Ages were either "postils" (expository sermons based on Biblical texts), or "declarations" (orations developed like essays). Scholasticism added a third type of preaching: dialectic sermons which divided and subdivided the matter used in illustrating a text. As an Oxford schoolman, Wycliffe composed many Latin sermons in the dialectic style. But when he retired to Lutterworth following his heresy conviction, he abandoned both Latin and the dialectic style; and he invoked the past and revived the postil form for his own English sermons.[23] About three

hundred of his English sermons have been preserved (in
spite of strong Church efforts to burn them).[24] Thomas
Arnold, the most authoritative nineteenth-century editor
of Wycliffe's works, said, "The authenticity of these
sermons, taken as a whole, cannot reasonably be questioned."[25]

The English sermons are mostly English parallels of
Latin sermons,[26] but with at least two important differences:
length and style. The English sermons are briefer and more
popular in style. As to brevity, some of the English
sermons consist of only a few notes, while others extend to
several pages. Their brevity is due mainly to Wycliffe's
change from the dialectic style to the postil, thereby
eliminating many tortuous and hair-splitting argumentative
passages. As to style, it may be said that Wycliffe, the
preacher, spoke to the hearts of his congregation; whereas
Wycliffe, the schoolman, spoke to the intellect of the
scholars. Robert Vaughan, a nineteenth-century editor and
biographer of Wycliffe, said that the preacher was so pre-
occupied with the error to be eradicated, or truth to be
established, that he forgot the niceties of language and
style.[27] As Capes put it, "Earnest feeling cannot always
pick its words."[28]

Almost any sermon will yield several vivid examples
of the simple, heartfelt style of Wycliffe. For example,
the sermon on the Feast of Many Confessors[29] expounds
upon Matthew x:5ff., the account of Christ's sending out

the twelve disciples. Wycliffe's sermon is a postil which

takes each element of the text in order and comments upon

it briefly. His theme, to which he returns repeatedly,

is that friars and priests have deviated from the teachings

of Christ.

> For love of this good Lord and dread of his
> punishing should be two spurs to Christian
> men to draw in Christ's yoke; but wanting of
> belief maketh many men dull in this.
>
> If they would have thanks of God, they should
> flee simony, and neither sell their preaching
> nor other works that they do.
>
> Popes will have the first fruits of benefices
> that they give, and bishops a hundred shillings
> for hallowing one church; this is worth year by
> year much rent and much money.
>
> And herefore see many priests, that no man
> that have cure shall live but on God's part, as
> on tithes and offerings. For thus lived Christ,
> highest Pope. What are thou, that will not live
> thus? Wilt thou be greater than Christ that is
> Lord of all this world?
>
> And thus men should withdraw their hands from
> friars that beg when they have preached.

Examples such as these could be multiplied from the same

sermon. Also worth noting is that Wycliffe has taken his

authority completely from the Bible text, to which he

refers frequently.

Lechler proposed that Wycliffe had a dual purpose

in his English sermons: to preach them to his Lutter-

worth church, and to use them as models for his in-

formal training school for missionaries whom he called

"Poor Priests."[30]

The Poor Priests were thought to be Oxford students, disciples of Wycliffe, who were willing to leave all for their faith. A certain number of them were plain, unlettered men, perhaps laymen.[31] They went about in robes of undressed wool, preaching from an English translation of the Vulgate (committed to memory, or perhaps they carried one of the Gospels), avoiding unpriestly pursuits such as hunting and chess, and living off the offerings freely given by the people. Above all, they were preachers, and they were rich only in their knowledge of the Word.[32]

Strong circumstantial evidence supports this theory: Wycliffe's belief in the primacy of preaching, coupled with the rapid growth of Lollardry in the fifteenth century. Every important doctrine of the Lollards can be found in Wycliffe's teachings;[33] if there were no Poor Priests, something like them would have to be invented.

THE JUDGMENT OF HISTORY

How does history evaluate the English sermons of Wycliffe? Taken in isolation, the exact weight of Wycliffe's English sermons as a part of his total influence on the flow of events cannot be calculated. If he did organize the Poor Priest movement, and provide each of his missionaries with copies of the sermons to

use as outlines in their own evangelizing, or if the sermons were copied by someone else and used for the same puprose without Wycliffe's participation, then the English sermons must weigh heavily in the genesis of Lollardry and, subsequently, in the Protestant Reformation.

Dargan, the Baptist historian, takes the position that Wycliffe was the only great English preacher before the Reformation[34] even though the sermons are not wholly free from scholasticism, the use of allegory, or some "Roman Catholic errors."[35] But Stacey rightly makes the point that Wycliffe cannot be judged as if Luther and Calvin had already lived--he must be set firmly against his own background: the medieval schools, the unstirred consciences of the English clergy and laity, and the closed Bible of a domineering Church.[36]

Judged in this context, Wycliffe stands as a focal point, a turning place where Scholasticism and Reformation meet. He has been termed "the last of the Schoolmen and the first of the Reformers."[37] His popular designation is "the Morning Star of the Reformation."[38]

In regard to the Reformation, Wycliffe's doctrines were not known to Luther; but they were carried to the Continent by John Hus, whose writings were influential in the thinking of the German Reformer.[39] Yet the

Reformation was not truly brought into England from
Germany; England incubated her own Reformation.
Trevelyan stated conservatively that Wycliffe's "great
merit was this, that he appealed from the Latin-reading
classes to the English-speaking public."[40] Trevelyan
traced the growth of the Reformation in England to the
seeds which Wycliffe planted: "The doctrinal and
ritual reformation of religion in England was not a
work of the sixteenth century alone....The English
mind moves slowly, cautiously, and often silently.
The movement in regard to forms of religion began with
Wycliffe...."[41]

John Wycliffe was posthumously excommunicated and
his remains were disinterred, burned, and thrown into
a river, in 1428, forty-four years after his death, by
order of Pope Martin V.[42] This extraordinary event led
Foxe to exclaim in the Acts and Monuments:

> So there is no keeping down of verity,
> but it will spring up and come out of
> dust and ashes, as appeared right well
> in this man; for though they digged up
> his body, burnt his bones, and drowned
> his ashes, yet the word of God and the
> truth of his doctrine, with the fruit
> and success thereof, they could not
> burn.[43]

NOTES

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1

George M. Trevelyan, England in the Age of Wycliffe
(London, 1935), p. 104 passim.

2

Winston S. Churchill, A History of the English-
Speaking Peoples, Vol. I: The Birth of Britain (New
York, 1956), p. 360.

3

Ibid., p. 375.

4

Trevelyan, p. 123.

5

Gotthard Lechler, John Wycliffe and His English
Precursors (London, 1884), p. 179.

6

Trevelyan, p. 108.

7

Herbert B. Workman, John Wyclif, Vol. I (Oxford,
1926), p. 37.

8

Ibid., p. 21.

9

Herbert E. Winn, Wyclif: Selected English Works
(London, 1929), p. xiv.

10

Harry Caplan, "Classical Rhetoric and the Medieval
Theory of Preaching," Historical Studies of Rhetoric and
Rhetoricans, (ed.) Raymond F. Howes (Ithaca, New York,
1961), p. 80.

11

Ibid., p. 81.

12

James J. Murphy, "Aristotle's Rhetoric in the
Middle Ages," QJS, LII (April 1966), pp. 111-115 passim.

13
William W. Capes, The English Church in the Fourteenth and Fifteenth Centuries (London, 1920), p. 110.

14
Margaret Deanesly, The Lollard Bible and Other Medieval Bibical Versions (Cambridge, 1920), p. 239.

15
Capes, p. 109.

16
Deanesly, p. 206.

17
Lechler, p. 155.

18
Deanesly, p. 235.

19
Ibid., pp. 274-275. His actual translating activity presents another broad area of inquiry which is not relevant here.

20
Capes, p. 129.

21
G. R. Owst, Literature and Pulpit in Medieval England, Rev. Ed. (New York, 1961), pp. 170, 207.

22
Trevelyan, p. 177.

23
Writings of the Reverend and Learned John Wickliff, D. D. (London, 1831), p. 185.

24
Ibid.

25
Thomas Arnold (ed.), Select English Works of John Wiclif, Vol. I. (Oxford, 1869), p. xiii.

26
Winn, p. xxx.

27
Robert Vaughan, The Life and Opinions of John De Wycliffe, D. D. Vol. I (London, 1828), p. 230.

28
Capes, p. 124.

29

Winn, pp. 50-55. All examples which follow are taken from this sermon. Spelling has been modernized by the present writer.

30

Lechler, p. 176.

31

Deanesly reported that even the parish priests were seldom graduates of a University. The Poor Priest movement could hardly have attracted the most highly educated priests, who were recruited to be university professors, lawyers, and cival servants. pp. 157-160 passim.

32

Lewis Sergeant, John Wyclif (New York, 1893), pp. 268-271 passim.

33

John Stacey, John Wyclif and Reform (Philadelphia, 1964), pp. 140-146 passim.

34

Edwin Charles Dargan, A History of Preaching, Vol. I (Grand Rapids, Michigan, 1954), p. 473.

35

Ibid., p. 339.

36

Stacey, pp. 162-163.

37

This is the subtitle of Lewis Sergeant's biography of Wycliffe. See also Capes, p. 110.

38

Dargan, p. 339.

39

Stacey, p. 157.

40

Trevelyan, p. 306.

41

Ibid., p. 351.

42

Sergeant, p. 335.

43

John Foxe, Acts and Monuments, Vol. III, ed. Rev. Stephen Reed Cattley (London, 1837), p. 96.

COMPUTERS IN CONTENT ANALYSIS

Janet M. Vasilius

Traditionally, scholars felt "the humanities should be concerned with quality and with individual man, computers with things in quantity or men in the mass"; humanists dealt with words, scientists with numbers, and division of methodology was de rigéur.[1] Fortunately, humanists found they needed the scientific method, and the scientists discovered that numbers were meaningless without application. The increased use of computers in the humanities, coupled with the increased availability of computers to use, are a prime result of decreased isolation between academic disciplines. However, due to a history of rejection, problems in computer use persist.

Content analysis is a research technique particularly suited to the communication scholar, although content anlaysis itself is not restricted to communication. Most content analysis studies have been concerned with journalism, political affairs and psychotherapy. Good content analysis should avoid equally the "counting" phenomena which so trivializes many projects, yet keep its methods above "impressionistic" analysis by reading on and not between the lines.[2] Content analysis should also avail itself of optimum practicable research methods, like the computer.

While an occasional individual argues that the computer is but an extension of the cuckoo clock, and therefore, fairly antique, computers did not really get started until the World War II technology boom. Since the post-war period, computer technology developed rapidly. Initially, computers were designed to perform a series of arithmetic operations, and access to these procedures required much programmer sophistication. For a computer to achieve a square root, for example, it followed a series of simple operations which, though reliable, were comparatively time consuming. When STRETCH computed single-operation square roots in one-fifth the usual time, rapid reduced operations were initiated.[3] Fortran was another major breakthrough. Instead of highly detailed machine language and a professional programmer unfamiliar with individual project needs, the informed researcher could do his own programming.[4]

Although initially few in number, some behavioral scientists discovered that almost any statistical tool adapted to computer usage.[5] Eventually, prepackaged programs like Biomedical, or BMD, and the Stastical Package for the Social Sciences, or SPSS, were developed specifically for such statistical applications. More languages, like SNOBOL, and more functions were added to computer capabilities until the numbers and specialized languages of a computer could be substituted for the words and

symbols of the content analyst. Since that time, with one exception, innovation has consisted of expansion of the initial techniques.

In 1963, content analysis by computer was boosted by an imaginative analysis of disputed <u>Federalist Papers</u>. The authorship of the papers had been unresolved by prior content analysis, but the expanded capabilities of the computer dealt with the 100,000 words and the minute factors of style as no human coder could cope.[6] As computer use expanded to data organization and reduction, hypothesis seeking and hypothesis testing, three major areas of use developed: numerical[7] information retrieval and simulation.[8] While not directly supportive of content analysis, these functions are used in, if not primarily for, such analysis; content analysis, with its limited material, forms a subset of information retrieval programs.

The year of 1966 brought the General Inquirer, a group of proceedures that form the basis for computer-assisted content analysis. Since this was the first and the last major innovation designed for content analysis, a closer examination of the procedures is warranted.

The General Inquirer maximizes the ability of a computer to compare and rearrange information, rather than merely to perform arithmetic. The program is actually a number of programs grouped under one label; program functions differ, and each program is user unique. The

functions of the program can range from compilation
of a concordance for editorial reference to a multi-step
evaluative assertion analysis. Any program is appli-
cable to literary analysis as easily as international
affairs, provided that the program is appropriate to the
research design. In addition to pre-existing programs,
the General Inquirer expands every time an individual
researcher creates his own program. These individual
programs then are added to the General Inquirer and are
available for general use. Thus, a researcher does not
use the General Inquirer program, but a General Inquirer
program.

Philip Stone describes the General Inquirer as a set
of computer programs to:

a) identify systematically, within text,
   instances of words and phrases that
   belong to categories specified by the
   investigator;
b) count occurences and specified co-
   occurrences of these categories;
c) print and graph tabulations;
d) perform statistical tests; and
e) sort and regroup sentences according
   to whether they contain instances of
   a particular category or combination
   of categories.[9]

The investigator must set the categories, specify the pro-
cedures, and analyze the results; the computer performs the
clerical tasks. In this regard the computer must be seen
as an aid to, but not a replacement for, the researcher.

General Inquirer content analysis must begin with a
good research design. The data must be organized and
coded so that is can be efficiently transferred to punch

cards, magnetic tape or whatever method of data input is used. A clear set of coding instructions is crucial, because a computer cannot detect coding difficulties as can a human coder. Concurrently with the data preparation, the researcher must select the computer program to be used; i.e., evaluative assertion analysis, a technique used to determine various components of attitudes might be selected for use in a persuasion study.[10]

Each version of the General Inquirer system has at its core a dictionary developed to identify the tags representing the investigator's theory. One such dictionary, developed by Holsti, places words into Osgood's three dimensions--evaluation, potency and activity. A semantic differential scale is constructed, and each word is given numbers corresponding to the scale for each dimension; thus, "abandon" would be -2,-2,-3, abolish would be 2,3,2 and accomodate would be 2,1. The scale ranges from -3 to 3 and does not register 0.[11]

However, because frequency alone might be insufficient, syntax of theme codes could be required as a secondary requirement of the data. Additional program factors could include separate scores for the sentence complexities of quality and performance, an automatic score reversal if a negative is within the sentence, weighted intensity scores, statistical procedures, or a new or second dictionary may be applied for the same data. The programs are limited by available time, and the number of print-outs the investigator is willing to read.

Computer programs in the General Inquirer system have been used for projects as diverse as classifications of pottery or suicide notes. Good indices of diversity are the available dictionaries: the Harvard 3rd Psychosociological Dictionary is currently the largest, containing enough tags and categories to cover over 98% of most materials written in English; the Semantic Differential Dictionary mentioned above was developed for analysis of political documents; the Santa Fe 3rd Anthropological Dictionary allows cross-cultural comparison of folk tales; The Therapist Tactics Dictionary allows interview analysis; a "need achievement" dictionary is used for both interviews and written documents; a set of dictionaries aids analysis of products and corporate imates; a political value list exists; social class can be determined; WAI catalogs responses to "Who am I?"; folklore dictionaries deal with Icarus legends, alcohol use, Mayan jokes, Ge methology and pot. Language and cross cultural dictionaries abound, along with professional and therapeutic programs. Moreover, dictionaries are interchangable and reduplicative, as long as the theoretical assumptions are maintained.[12]

Programs currently in use for content analysis fit into the General Inquirer system, implicitly or explicitly. While the applications, programs, and dictionaries are continually updated and expanded, the Inquirer remains the major development, and probably will remain so until the

computer takes over total analysis. The OCCULT program can scan texts directly; Shakespeare's intent in the first act of <u>Hamlet</u> can be deduced; the morality of a progression of party platforms can be determined; essay style can be classified; personal correspondence can be examined for personality traits; election results can be predicted on the basis of bias analyzed in local newspaper editorials; maps can be read, textbooks can be evaluated; and the psychotic can be diagnosed. Computers have even demonstrated an ability to "hear" voices and "see" handwriting for some time.[13] With the computer thus triumphant, what remains?

Plenty. Regardless of the progress that has been made, computer phobia and computer failings combine to preclude a total shift to the mechanical monsters.

Consider first the prime advantages of the computer: the savings in time and money.

> Given a desk calculator and a very large supply of pencils and paper, the individual researcher..could quite probably accomplish any task that a computer could. But a computer can accomplish in 60 seconds what might take an individual several days to do.[14]

In addition, the individual with the sensitivity to code well could easily become bored, or worse. When Lane Cooper prepared the Cornell Wardsworth concordance he did so by "lashing on squadrons of graduate students, discontented Ithaca housewives, and junior colleagues (incidently, three of whom died during the operation)

into completion in one year."[15]   However, the alternative

to this type of drudgery is another type of drudgery, that

of coding, punching, proofreading, defining routines,

tracking materials through the process, watching for pro-

gram bugs and organizing the output.[16]   For every large

study made feasible by the computer, there is a small

study made silly by the machine. The single-shot study

may not justify the expense of the keypunch operator, nor,

if it is small, may the computer time be justifiable.

It is undeniable, however, that the computer makes

possible projects previously unattempted. For example, "those

who conducted the attribution studies on the Federalist Papers,

the Letters of Junius and the Epistles of St. Paul dealt in

millions of words and lived to tell about it."[17] By contrast,

the tabulation difficulties of the RADIR project most possibly

discouraged other non-computerized projects of such compre-

hensiveness.[18]   Also, in addition to sheer physical size, the

complexity of the data may make hand coding impracticable

in terms both of time and reliability.[19]   A computer can find

and code items bypassed by an individual, assuming the

initial data is punched properly, thus greatly increasing

reliability.

But while the computer is competent at getting a lot of

information from a lot of data, and a lot of information from

a moderate amount of data, it is ineffective, particularly

on a cost/benefit basis, at finding a little information from

a lot of data. It is frustrating to both machine and analyst to sort through volumes of irrelevant material, such as a press reference to Governor Jerry Brown's superior intellect, when use of an index or sampling could better serve the function, to say nothing of the budget![20]

If the data will require different analyses, punched cards can save a great amount of time. The danger lies in the temptation to overuse the data on various "fishing expeditions." If the purpose is worthwhile, however, the cost can be minimized with successive reuses.[21] Likewise, more than one scholar can use a punched deck; thus the study can be spread over time and distance and be used by multiple investigators. The drawback is a lack of centralized information about possible data transfer and lack of clarity about the appropriateness of the data for each experimenter. A library, especially for punched literary texts, would be invaluable. Dictionaries, also, which now may be developed for a single project and then forgotten, could also be pooled.[22]

Besides data preparation, interpretation also raises questions about computer use. For problems of time and space, such as news analyses, measuring the data with a ruler may be easier, cheaper and more accurate than a sophisticated word count program for the machine. Thematic analysis is open to bias if the themes are identified and coded prior to punching,or liable to triviality if all themes are

23

punched and processed.   The simpler word count and

readibility processes, while less prone to coder error,

have automatic limits without contextual referents;

attempts to compensate can lead to endless word lists with

correlations beyond a level of relevance.   The leftover

list, on which both mistakes and words no included in the

dictionary appear, provides a valuable mechanism to check

reliability and, if necessary, reformulate the dictionary

24

if significant words are omitted.   However, incidence of

"forgotten" words could be misleading until the print-out

analysis is completed and encourages mushrooming of

dictionaries.

While an inappropriate dictionary choice, or incomplete

dictionary formulation can be recognized and corrected

fairly easily, less obvious errors can pass unnoticed.   This

is particularily true if the investigator did not write his

own program.   The output can be totally meaningless, and

25

may never be noticed!   Cluster sampling may lead to over-

estimating significance, but reduced sample size may

threaten the vaildity while, as indicated above, too large

26

a sample may obscure results.   Pre-editing to control the

27

sample is a poor procedure.   Editing is slow, costly, and

admits experimenter bias into the data selection process.

Homographs, or, multiple uses of the same word/symbol can

reduce contextual interpretation to inanity; the circus bear,

Wall St. "bear," pre-breakfast "bear" do not "bear" closing

comparison the each other, let alone "bearing" away items,

"bearing" a strain, "bearing" to the left, or "bearing" in
mind homographic considerations. A disambiguation program
must be added to avoid connotative error.[28]

The natural "stupidity" of the computer is a major
stumbling block. The ductility of the machines Kerlinger
explains, means that they are "extremely useful, obedient
and reliable servants, though one must remember that they
are utterly stupid."[29] If "people cannot count, at least not
very high, one must remember that computers cannot think at
all.[30] The computer unit of analysis is the single symbol;
multiple passes and programs are needed to accomplish what
a human can do in a single operation; the cards are slow
and bulky and must be pre-thought or coded manually. All
this places a great burden on the researcher. The computer
may be reliable, but the computer cannot tell you anything
about reliability; therefore, instructions must be written
with utmost clarity and any confusion anticipated before the
fact, both validity and reliability must be checked whenever
possible; and duplication is mandatory.

However, exacting as the computer dictates may be, they
are really little more rigorous than the standards the
experimenter should be following anyway. Thus, the stupidity
of the computer acts as a check against the laziness of the
human. The precision of computer demands may initiate re-
definitions of accepted theory. When Karl Kroeber told the
university programmers he wished to analyze literary style,

they responded with an inquiry as to what he meant by "style," as a result, Kreober has been "...trying to find out what I do mean by style...forced to recognize how little I know about my own subject...forced to criticize assumptions I had used unthinkingly for years.[31] Such re-evaluation is essential when doing any kind of content analysis.

The greatest barriers to effective computer use, however, do not come from machine flaws and requisites, but from the users. The anti-machine mentality persists, and even where it has departed, it has left residual mis-apprehensions. Computers are desirable because they reduce research time and, supposedly, allow more time and material access for research. However, in the first year after the General Inquirer was widely available, only 0.2% of literary scholars were conducting computer assisted research, and, of these 120 studies, all but 7 were concordances, word lists, translations, and linguistic studies.[32] Beginning researchers are attracted to the computer because machine thoroughness indicates high reliability and computational accuracy.[33] Yet it is these researchers who "rarely know anything beyond high school algebra and mostly do not know that much" and thus cannot appreciate the accuracy they demand.[34] Simi-liarily, while being attracted to sophisticated program possibilities, the novice tends to use packaged programs or

relies upon professional programmers. Neither course is desirable. The professional computer programmer knows computers, but not the methodology of content analysis in the behavioral sciences. The package program may lack necessary and desirable analysis.[35]

A second type of researcher is the non-user. Boggling as he finds the computer, assurances that the SPSS or BMD programs are designed for the novice fall on deaf ears. Machines are basically incompatible with the humanistic researcher, the reasoning flows, and, in any event, a technician could be hired if needed. This individual likes to speak of truth, rather than statistics, and, if he uses content analysis at all, will do so unassisted by computer.

A third type of researcher is equally as bad, but in an opposite direction. Fast in the grips of the "Law of the Instrument" he subjects every design to computer scrutiny, regardless of applicability.[36] The RADIR study claimed

> Content analysis is specious both when used
> to justify a precision that is not needed and
> also when used to justify a position that is
> unusable.[37]

Others, such as Kerlinger, Holsti, Gerbner and Milic, extend the analysis to computer overuse.

Ideally, the content analyst would be a latter-day Renaissance man: skilled in research design, able to use all known statistical methods without error, filled with insight and creativity, able to program a computer unaided

and endowed with wisdom, discretion, unlimited funds and a battalion of research assistants. However, such is never the case, and the individual rarely has time to master his own area, let alone computer technology. The other alternatives are equally silly: ignoring a computer will hardly make it go away, and your research will suffer in the meantime; even with the funds to hire a technician, it is no guarantee of accuracy for your problems; packaged programs may be unavailable or inappropriate and the subsequent analysis would yield little.

A balance must be struck. The researcher must first master the details of his own design. Secondly, some experience with computer programs and languages is necessary to tell others your needs as regards the computer. And, finally, humanist and scientist alike must minimize their differences and use the computer freely but appropriately, to encourage the development and dissemination of programs useful and accessible to all. The content analyst, or any researcher, has no grounds to criticize computer poetry until he has succeeded in mastering computer. The need for computer acceptance is indicated by Kerlinger.

> Scholars in virtually all disciplines have no
> choice: they must use and master the computer.
> Indeed, it can even be said that the scholar of
> 1975 will be...obsolete if he does not understand
> and use the computer in his work.

Perhaps content analysis, or any other procedures will soon be interfaced and transmitted at the flick of a switch.

Until that day, efforts must be made to: 1) Improve the computer so that symbols are as easily manipulated as numbers; 2) Reduce data preparation; 3) Simplify so that a layman can more easily learn to program; 4) Expand access to data and programs. Simultaneously, the researcher must: 1) De-mythologize the computer as God or foe; 2) Learn to program the computer, or at least communicate with computer technicians; 3) Apply more creativity; and 4) Use frequently.

NOTES

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NEWS

Debbie Zimmerman, News Editor

With this issue, Debbie Zimmerman becomes News Editor
of the TSCA Journal. We commend her for the excellent job,
especially on extremely short notice which was given her.
We would like to build up this section, and can do so with
your help. Please send your news--whether high school,
college, or general--to Mrs. Debbie Zimmerman, Tullahoma
High School, Tullahoma, TN 37388.

--High Schools--

In an attempt to strengthen communication and to share
ideas among high schools, the Journal has collected materials
concerning forensic and dramatic programs in high schools of
the state.

The response from West Tennessee was from several
Memphis schools. Northside High School has had a busy year
in their speech program. Mrs. Phyllis Grant is the director
of the program. They participated in various tournaments,
and presented classroom plays and assembly programs. They
won a first place and a third place sweepstakes in forensics
competition this year. They also had a District I THSSDL
first place winner in pantomime. This group has presented
several children's programs, including puppet shows, and
they formed a traveling troupe of actors at Christmas to
perform a Reader's Theatre Christmas production. They

also have a Thespian Troupe of 249 members. Northside plans to work on a National Forensic League Charter next year.

Central High School of Memphis has a program under the direction of Libby Christensen. They have participated in a Fine Arts Festival and are planning a night of one act plays for the first week in May.

Memphis Harding Academy, with directors Michael Semore, Chris Dahlburg, and Ken Cox, have been very involved in theatre this year. They produced <u>Harvey</u>, four one act plays, and <u>Fiddler on the Roof</u>. The school's Reader's Theatre group placed first in Harding College Invitational Tournament. They also won first in Duet Acting at Lambuth College Invitational Tournament. Harding Academy is a member of the National Forensic League.

Forensic activities in Middle Tennessee seem to be on the rise. Battle Ground Academy's program is under the direction of Margaret Ann Reynolds. BGA represented the state of Tennessee at the National Bicentennial Debates in Williamsburg. Their debate team won first place in the District IV THSSDL Tournament. They also won first place in Craigmont High School Tournament amd Trigg County High School Tournament in Kentucky. In men's original oratory David Garrett won first place in the District IV THSSDL Tournament. In duet acting, BGA had the district's second place winners. The school had a Reader's Theatre group that presented "The Shadow."

Giles County hopes to start a dramatics program next year when their county schools consolidate. They presently have a public speaking class which presented a Christmas play and a one act play which was presented at the THSSDL District Tournament at MTSU. The Giles County program is directed by Mrs. Mary Abernathy and Mrs. Phyllis Hannah.

Gallatin Senior High School has a unique program under the direction of Juliette D. Guetine. The program is almost entirely run through five classes of speech and drama. Students speak weekly during the first semester in three areas alternatively: extemporaneous speech; a review of a play; a movie or TV dramatic show; and a piece of oral interpretation from either Black Voices or Great Scenes from World Theatre. Second semester, each student is required to debate on subjects chosen by the class. In dramatics each class presents a one act play as part of a bill of one-acts presented to the public. Third and fourth year students present a play for children which is taken to the elementary schools in the system. This play is student directed. Annually a senior play is presented and every other year a musical is presented.

Joan Gardner and Kathryne Pugh are the speech and drama directors at Dupont Senior High School. Dupont held a forensics tournament December 2, 1977, which was attended by thirty schools Tri-State. Dupont presents two dramatic productions per year. In May 1977, they presented Ten Little Indians and in December 1977, they presented "The Dynamic Dupont Dream Machine." In April 1978, they produced

The Crucible by Arthur Miller. Dupont was the 1977 state drama champs with Irving Berlin's Annie Get Your Gun.

The forensic and dramatic program at David Lipscomb High School is directed by Phil Reagan and Jon Boswell. The emphasis was in dramatics at Lipscomb this year. They presented Arsenic and Old Lace, Fiddler on the Roof, and Macbeth.

Mrs. Joyce Mayo, director at Cheatham County High School is making plans to take students to the International Theatre Arts Conference in June. Students participated in the Lambuth Fine Arts Tournament in Jackson earlier in the year. They also produced The Matchmaker by Thornton Wilder and Oklahoma, a Rodgers and Hammerstein musical. Cheatham County produced a variety show, Fall Frolic, in October and are preparing for their annual comedy show in May.

There is an active forensics and dramatics program at Tullahoma High School. The directors are Chris Urbaniak and Debbie Zimmerman. This was the first year for debate. The debaters participated in four tournaments winning third place at the Shelbyville Blue-Gold Invitational Tournament. Other forensic and dramatic activities brought the school honors. Jesse Rausche won first in solo acting at the Shelbyville Tournament, the District IV THSSDL Tournament, and then won first place in state competition at U. T. Nashville, April 15, 1978. Other district awards won by Tullahoma were first place in duet acting, first place

in pantomime, second place in women's original oratory, second place in radio broadcasting, and third place in Reader's Theatre. Tullahoma's theatre productions for the year were, <u>You Can't Take it With You</u> by Moss Hart and George S. Kaufman, and <u>South Pacific</u>.

In East Tennessee, Oak Ridge High School's dramatic program is directed by H. Lloyd Wattenbarger. This year they produced <u>Stardust</u> by Walter Kerr and <u>Mumbo-Jumbo</u> by Jack Barnard.

The drama club of Sevier County High School is directed by Norma S. Blair. This club is very active in all kinds of drama experiences. Due to proximity to U. T. Knoxville, Carson Newman College, and Walters State Community College, Sevier County can regularly attend college performances. They also produce one dramatic production per year. The school offers a speech minicourse program.

Becky Parris has been instrumental in organizing a program of speech and drama at Austin-East High School in Knoxville. This year they have worked with skits and improvisations in public speaking and oratorical units.

--COLLEGES AND UNIVERSITIES--

Trevecca Nazarene College

Appointments: Jim Knear as Assistant Professor in Speech.

Promotions: Dr. Jim Quiggins to Associate Professor in Communication.

The Department of Communication and Speech has been re-structured into the Department of Communication Studies offering 8 degree programs. The Department offers majors leading to the Bachelor's Degree in (1) Communication and Human Relations, (2) Speech, (3) Cross-Cultural Communication, (4) Creative and Performing Art, (5) Broadcasting and Broadcast Journalism, and (6) Speech/English Education. The Department also offers two associate degrees in (1) Radio Broadcasting and (2) Sales.Dr. Jim Quiggins is the Department chairperson.

University of the South

Promotions: David M. Landon to Associate Professor.

Theatre activities: February 16, 18, 19: Sotoba Komachi, by Yukio Mishima, and Purgatory, by W. B. Yeats.

May 4, 5, 6, 7: A Midsummer Night's Dream by William Shakespeare.

Tennessee State University

Appointments: Dr. Donald Page, Assistant Professor of Mass Communications.

Mrs. Karen Brown, Instructor of Journalism.

Mrs. Juaquita Jackson, Clinical Coordinator.

Dr. Zenobia Bagli, Assistant Professor of Speech Pathology and Audiology.

Theatre activities: October 17, 18. A Doll's House by Henrik Ibsen.

October 28: The Old, the Now, the New...Everything Must Change.

Debember 5, 6. Evidence by Harold Hockett.

December 7-9. One-Act Play Festival.

February 1: Special Presentation for Black Expo.

February 20, 21. Done to Death.

April 13, 14. The Red Shoes by Robin Short.

The following majors in the Department of Communication were inducted into Theta Alpha Pli: Phyllis D. Adams, William Lamar Frasier, Elham Jazab, Marcia A. Walton, Maxine Williams.

Middle Tennessee State University

Ralph Hillman was selected as one of the three university-wide winners of the Outstanding Teacher of the Year award.

TSCA DIRECTORY 1977-78

Verna Ruth Abbott; Dobyns-Bennett High School; Kingsport, TN 37664.

Robert Ambler; University of Tennessee; Knoxville, TN 37916.

Harold Baker; 75 Jackson Lane; Brentwood, TN 37027.

John Bakke; Memphis State University; Memphis, TN 38152.

Dee Banta; 6590 Cedar Brook Lane #8; Memphis, TN 38134.

Esther Brooks; Pentecostal Tabernacle C.O.G. LC; 1201 Clay Street; Nashville, TN 37208.

Jim Brooks; Box 309 MTSU; Murfreesboro, TN 37132.

Bob Brower; Trevecca College; Nashville, TN 37210.

John Buckley; 202 McClung Tower; Knoxville, TN 37916.

Jim H. Bunner; Clarksville High School; Richview Road; Clarksville, TN 37040.

Ray Card; Department of Speech; ETSU; Johnson City, TN 37601.

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Norma Cook; UT-K; Knoxville, TN 37916.

Robert Day: ETSU; Johnson City, TN 37601.

Richard Dean; Speech Department, ETSU; Johnson City, TN 37601.

Jane Eldridge; Madison High School; Madison, TN 37115.

Jane Everhart; Speech Department; ETSU; Johnson City, TN 37601.

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Jerry Henderson; Speech and Theatre; Tennessee Tech University; Cookeville, TN 38501.

Ralph Hillman; Box 373 MTSU; Murfreesboro, TN 37132.

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Kass Kovalcheck; Vanderbilt University; Nashville, Tn
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Stanley McDaniel; Johnson Bible College; Kimberlin Hts.
Station; Knoxville, TN 37920.

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Houston Scruggs; Speech Department; ETSU; Johnson City,
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Linda Wilson; Henry County High School, Paris, TN
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Robert Woodland, Box JO83, Tennessee Tech; Cookeville,
TN 38501.

Allen Yeomans; 805 Norgate Road; Knoxville, TN 37919.

Debbie Zimmerman; Tullahoma High School; Tullahoma,
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HIGH SCHOOL STUDENTS AND TEACHERS: Mark Fall, 1978 on
your calendar now. MTSU will host the BLUE RAIDER CLASSIC
FORENSICS TOURNAMENT. All high schools in Tennessee will
be sent complete information later. If you do not receive
an invitation by September 10, please write us.

PUBLICATION INFORMATION

The purpose of the publication is to expand professional interest and activity in all areas of the field of speech communication in Tennessee. Articles from all areas of speech study will be welcomed, with special consideration given to articles treating pedagogical concepts, techniques, and experiments.

All papers should be sent to the editor. Authors should submit two copies of their mansucripts, each under a separate title page also to include the author's name and address. Manuscripts without the identifying title pages will be forwarded by the editor to a panel of reader-referees who will represent the varied interests within the discipline.

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