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For Immediate Release

Webster's Seventh New Collegiate Dictionary Geared To Meet  
Tremendous Vocabulary Demands That Confront Today's Students,  
Business Personnel, Professional People and Homemakers.

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130,000 Entries Include 20,000 New Words And Meanings; Most  
Complete Language Coverage Ever Presented In A Desk Dictionary;  
First Completely New Handy-Sized Dictionary In Ten Years

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Geared to provide instant aid in dealing effectively with the deluge of new words confronting today's students, business personnel, professional people and homemakers, Webster's Seventh New Collegiate Dictionary, to be published April 3rd by G. & C. Merriam Company, world's largest dictionary specialists, presents 130,000 entries, including 20,000 new words and meanings, Gordon J. Gallan, president, announced. This first completely new desk dictionary in ten years represents the core of Merriam-Webster's intensive daily check on the use of words by educated people through all types of written and spoken records, carried on continuously by a college-size staff of scholars, the only word research program of its kind in the world.

The newest Merriam-Webster dictionary covers in depth the bewildering range of today's new scientific, medical, diplomatic, pedagogical and foreign language terms, ranging from ABC soil, abecedarian, debrief, G suit, and googolplex to hibachi, megalopolitan, overlight, retrorocket, rurban, scuba, teleplay, twi-night, zoom lens and zoonosis. The entries in Webster's Seventh comprise the most complete language record ever included in a handy-sized dictionary.

#### Word Status Clarified At A Glance

Swift comprehension of meaning and usage is assured by vivid defining techniques, synonym paragraphs and word origin descriptions. Contemporary status of borderline words is clarified at a glance in the Seventh Collegiate by thousands of usage labels, such as "slang", "substandard" and "nonstandard".

This newest Merriam-Webster is the only desk dictionary based on Webster's Third New International Dictionary, the first completely new unabridged since 1934, said Dr. Philip B. Gove, editor in chief.

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The Seventh Collegiate commemorates the 65th anniversary of Merriam-Webster's first collegiate edition and is the culmination of 116 years of language specialization by G. & C. Merriam Company, the only firm devoting its entire resources to the publication of English language dictionaries. The Merriam-Webster Collegiate has been more widely used than all other desk dictionaries combined.

#### Trusted Friend To All Word Seekers

Want to name the baby or pick a college for junior? Is solving a crossword puzzle a problem? Do you need help in rhyming a limerick, checking a mythological, geographical or biological name or guidance on how to address a queen or how to abbreviate? Webster's Seventh New Collegiate is a trusted friend to word seekers in all these special categories. It is also the only handy-sized dictionary to give secretaries and students a complete guide to both spelling and punctuation rules. A simplified pronunciation key is repeated at the bottom of each facing page.

"Webster's Seventh New Collegiate is planned to provide universal usefulness", said Dr. Gove. "The explosion of new vocabulary that now pervades every walk of life has made the help of an up-to-date desk dictionary within arm's reach more important than ever before as a basic success tool for students, secretaries, business executives, professional people and homemakers."

#### Resurgence Of Religious Interest Reflected

New words and meanings in Webster's Seventh New Collegiate Dictionary reflect closely the trends of contemporary times. Resurgence of interest in religious rituals of all faiths is evidenced by much broader coverage of this vocabulary area. Terms such as World Day of Prayer, spiritual bouquet, celestial marriage and High Holiday are included for the first time in a desk dictionary. Rice Christian, yeshiva, holy day of obligation, interfaith and ahimsa are typical of Merriam-Webster's intensive coverage of religion-related terms.

#### Science Terms Set A Record

Meeting the average person's need for scientific understanding, estimated to require more than double the terms of a decade ago, the new Merriam-Webster provides intensive coverage of thousands of recently coined terms such as antimissile missile, carbon 14, epoxy, intergalactic and nose cone. Medical terms defined that have entered general usage recently include space medicine, postnasal drip, analysand and eyebank.

Rise In Foreign Language Terms; Bevy Of New

Contemporary Living Terms Included

The new Merriam-Webster records hundreds of foreign language terms which have entered general use in the past decade, stimulated by GI's World War II experiences and today's jet travel, such as karate, criollo, pinata, espresso and lederhosen.

The newest trends in contemporary living and recreation are represented by such words as solar house, trampolinist, humectant, transistorized, polyunsaturated, belt highway, sports car, skycap, ski tow, shed dormer, one-upmanship and oregano.

Unique Features

More than 30,000 etymologies give accurate, precise word histories in Webster's Seventh New Collegiate. More than 10,000 usage examples illuminate how educated people use words with fine shades of meaning. A large roster of scientific names for plants and animals, omitted from other Websters are included. Another unique feature is a rhyming dictionary section to inspire contest enthusiasts, as well as dedicated poets. Lists of boys' and girls' names in contemporary favor will come to the aid of parents confronted with urgent need to name the new baby. The names and locations of more than 2300 colleges are presented.

Webster's Seventh New Collegiate also is the only dictionary with special sections on today's geographical names, names of famous people and abbreviations. Whether you address a letter to the Queen of England, a bishop or the local mayor, the new Merriam-Webster gives you the proper form in a special section on forms of address.

Monies From A To Z And Other Hard-To-Locate Facts Included

Monies of the world run from A to Z, too, the new Merriam-Webster demonstrates, with a unique table listing data on currencies of 105 countries, including the newest African republics. Today's monies range from afghani for Afghanistan to zlotys for Poland.

Other specialized information which would be difficult for a researcher to corral include alphabet tables for Hebrew, Arabic, Greek, Russian and Sanskrit. Cardinal and ordinal numbers are given in another table. The puzzling difference between denominations above one million in the American and British systems is made crystal clear. Other special tables in Webster's Seventh present the chemical elements, the Indo-European languages, the Morse and international codes, the metric system and weights and measures.

Backed By Merriam-Webster's Unique Daily Word Research Program

"Behind the precise Merriam-Webster entries that highlight at a glance the finest shades of meaning in today's vocabulary is Merriam's intensive word research program which provides the only complete record of the English language as it actually is used", Mr. Gallan said. "This basic data on words in action is scientifically classified in a citation file now containing approximately 10 million examples of words in context from the writings and speech of educated people.

"This exhaustive, up-to-the-minute study of word usage is the basis of Webster's Seventh New Collegiate Dictionary and provides the language authority on which the English speaking world relies. During the past year, Merriam-Webster dictionaries went in quantity to 103 foreign countries, 21 in Africa."

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An English Teacher  
Looks At  
WEBSTER'S SEVENTH NEW COLLEGIATE DICTIONARY  
A Merriam-Webster

by

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## AN ENGLISH TEACHER LOOKS AT WEBSTER'S SEVENTH NEW COLLEGIATE DICTIONARY

By  
Priscilla Tyler\*  
Harvard University

In a large open room at the offices of G. & C. Merriam Company in Springfield, Massachusetts, shoulder-high catalog files encase most of the meanings of mid-twentieth-century English. The quiet and dignified atmosphere of the room befits the treasury it holds. No such collection of data on the English language has been made since the compiling of the Oxford English Dictionary, the last volumes of which were published in 1928. The 1934 Webster's New International Dictionary, Second Edition, had over a million and a half citation slips as primary sources for its definitions. The Merriam-Webster files now hold these million and a half plus four and a half million more. Dr. Philip B. Gove, Merriam's editor in chief, in the tradition of Samuel Johnson and Noah Webster, makes Webster's Third New International Dictionary a book of word meanings based on citations. Where his predecessors had hundreds of citations, however, Dr. Gove and the Merriam staff have millions. These are the national archives of the language.

The Third New International's main coverage starts with 1755, the publication date of Johnson's Dictionary of the English Language. Its sources of data are limited to a literary canon until the twentieth century, after which they represent many different kinds of responsible writing. Definitions and etymology are arranged in chronological order as in the Oxford English Dictionary, though without dates. Two of the book's innovations are that it lists many compounds and phrases, products

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of the word-combining tendency of twentieth-century English, and that it draws its stock of words from an international English in a way never before possible and in a way never before attempted. Out of a magnificent treasury of contemporary international English, then, in the Johnson-Webster tradition of documented lexicography, came Webster's Third New International Dictionary in 1961 (hereafter in this article W3) — and now in 1963 its abridgment, Webster's Seventh New Collegiate Dictionary (hereafter 7Coll).

Of W3's 450,000 entries, 7Coll has 130,000. As the editors selected words and phrases for 7Coll, they kept the American high school and college student primarily in mind. They included an extensive selection from the ISV (International Scientific Vocabulary). Although they have in general selected particularly American and contemporary uses, they have kept the dialect, archaic, and obsolete terms found in many of the older classics popular in survey courses. The Scotticisms in Burns' "Tam o'Shanter" are noted because the poem often appears in school and college anthologies. Similarly, the sixteenth and seventeenth centuries are represented by such works as Marlowe's Dr. Faustus and Canto I and II of the Faerie Queene. Faerie is an entry in 7Coll. Crude in its obsolete sense of "immature" is also included because it occurs in "Lycidas" — "I come to pluck your berries, harsh and crude." Crush is included in its archaic use of "drink up" because it occurs in Shakespeare's "Come and crush a cup of wine."

An American focus in 7Coll is established by the editors' extensive inclusion of the terms of American sports and games, American politics and government. Economic terms are those used in school texts and contemporary business. Words belonging particularly to a student population such as student government, the subject English, the grade satisfactory, and composition are all given with their school dialect meanings.

7Coll differs from W3 in that it has kept the encyclopedic features traditional with Merriam-Webster since 1864, a tradition broken for W3. The handy reference book character of Webster's New International, Second Edition (1934), was no longer possible for W3. With the increase of notable people in the mid-twentieth century a separate work is needed to catalog them. The editors of 7Coll recognized, however, that the extralexical reference catalog within the covers of the desk dictionary is useful to the student. Consequently, the biographical section, the gazetteer, and the rhyming dictionary are included in it. Some of the initial capitals of proper nouns or their derivations, dropped in W3, are restored in 7Coll. Also the pronunciation key is placed at the bottom of each right hand page in 7Coll and not just in the "Explanatory Notes" and end papers.

Though 7Coll is significant to educators because it is adapted to students, its especial validity and superiority to other desk dictionaries is derived from its relation to W3. If W3 were not a great scholarly document, 7Coll could not be a useful educational aid. If W3 were not carefully and accurately written, 7Coll could not be so precise and reliable. If W3 did not represent an advanced philosophy of language and meaning, 7Coll could not be so helpful to the teacher of English. Since W3 does fulfill these conditions, the resulting values carry over to 7Coll.

The scholarship of W3, from which 7Coll is an extraction, was monumental. From 1936 to 1959 citations were gathered from responsible writers of the English language around the world. The sources of the citations before 1900, as has been noted, tended to be literary; the sources after 1900 were both literate and literary. Among the sources were leading newspapers and periodicals, 170 from abroad. Newspapers from every state in the union were successively subscribed to. Contemporary authors such as Faulkner and Hemingway were read for the meanings they



expressed and the words they expressed them with. To ensure adequate coverage of regionalisms, the staff collected citations from the American Guide Series, which includes books about almost every state. The tired phrase "winding road" turns up in each of these books, but interesting regional terms also occur. To document international English, many British authors were read as well as Indian, Caribbean, Filipino, and African: 1700 authors from beyond the borders of the United States are listed in a bibliography of sources. The sampling was finally extensive enough to make the editors feel that they had blanketed the meanings the written English language could convey at this time in its history. Spoken language was recorded systematically for pronunciation entries, and occasionally for meaning entries.

So arduous is citation-seeking that each Merriam-Webster reader looked for word meanings only three and a half hours a day. The readers looked not just for the stable contexts for a word but particularly for contexts where a word seemed unstable in its meaning, where it tentatively represented new areas of meaning. The new meanings were particularly scrutinized for this edition since the Oxford English Dictionary, the Dictionary of American English, and the Dictionary of Americanisms as well as the Merriam-Webster files already represented documentation for the older meanings. Another secondary source, Kurath's Linguistic Atlas, was used as the basis for regional labels and analysis.

Once the sets of citation slips were collected, the definers separated them into piles according to historical origin and grammatical function, divisions which later determined the number of entries a word had. Each subpile was then repiled to represent parallel and branching meanings of the word being defined. The definer wrote his definition to cover each final small pile. He wrote it as a generalization of the specific instances of related meanings of a word in the various contexts on the citation slips. He noted shades of meaning within one of these smallest piles

by sense-dividers, as the staff called them (esp, specif, also, often, sometimes, usu). By well-chosen illustrative quotations, he suggested to the reader the use of a word in special contexts or as a metaphor.

In discovering the meaning of words, then phrasing his interpretation, the definer's work is like that of the literary critic. Minuscule though his approach is, his aim is greater than that of an ordinary literary critic because he aspires to explain and order the meaning of the whole English language, not the particle of it in a poem, play, or novel. For a Titan achievement, the lexicographer labors in Lilliput. It is perhaps hard for the casual reader checking through the minutiae of the word lists to recognize the grandeur of the dictionary-maker's artistic concept.

Would that every reader might stand in the large quiet room amid the rows of file cabinets and consider that the cosmos of meaning which the language holds is shredded in bits and stored in these silent grayish boxes. Would that he might consider further that these bits have been unworded of their meanings, and then that these unworded meanings, after a new shaping and ordering, have been again worded so as to fit neatly and snugly between the covers of W3 and now most compactly between the covers of 7Coll. Two hundred years from now scholars will look back on W3 as an invaluable measurement of mid-twentieth-century thought. As Dr. Gove states in the "Preface," W3 is "a prime linguistic aid to interpreting the civilization and culture of today." Reading its pages, scholars of the twenty-second century will discover the mind of the twentieth century. At present the merit of W3 is being increasingly recognized by American scholars. It has from the first received approbation from English speakers abroad. For the countries where English is recognized as the lingua franca of the world community it is the authoritative reference for English, the great emblem of the English language and the meaning it can convey.

Two of the reasons for 7Coll's preeminence among college-level desk dictionaries are that it draws on W3 as a work of scholarship and that it reflects W3's special kind of literary criticism. Its definitions are not a popular rephrasing of others' generalizations. Rather, drawn as they are from W3, its definitions are fresh interpretations of the matrix of meaning and culture which the language represents. The two dictionaries are important national documents because they indicate to society that the meanings which it uses and lives by can be made stable and objective and can even be codified. A dictionary is a buttress to the nation's sense of its own identity.

W3 is a memorable dictionary, not only because it is put together with such orderly, thorough scholarship and because it represents a comprehensive treatment of the meaning of contemporary life conveyed by present-day English but because it is based on two modern concepts of language: a changing language and consensus language. W3 is not prescriptive; it does not suggest that language has stopped with this dictionary. Rather it shows a language in motion. Words are represented as moving to new extensions of meaning and in the process crossing, overlapping, complementing, and contrasting, but despite their multiplicity and pliability leaving bare, unworded spaces. The changing of language to fit great changes in experience is reflected in the new terms which fill the pages. Coining compounds of various sorts is the present mode. The editors put many of these compounds in the dictionary and indicate how bound forms such as -ize, be-, en-, may be used to make new compounds. They coin the alphabet's zero form, calling the space in such two-word words as dining room and the verb give away the twenty-seventh letter. This zero form allows inclusion of such phrases as "in for it" and "out of it" and such hitherto disregarded or recently coined phrases as "thick and thin" and "man in the street." The editors observe the meanings of short word groups to an extent

no other lexicographer has. They recognize language in motion also by never considering an edition final; each is subject to revisions, corrections, or additions. The date of every Merriam-Webster publication has linguistic implications for the student.

Another concept of language implicit in both the big dictionary and its smaller desk companion is that the standard language is a consensus literate English and not a monolithic literary English, that the consequent process of education in language is acculturation toward a broader language, not an assimilation to one prestige segment of the larger language. A culture-bound concept which assumes the educational goal to be the acquiring or maintaining of a prestige dialect does not fit a world in which English is an international language made up of many Englishes, many prestige dialects. Philosophically we can turn "the one and the many" in so many different ways. The Merriam editors have chosen to stress the uniformity which all Englishes bear to each other rather than the uniqueness of one dialect of English. They define standard English as:

the English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well-established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood.

The dictionary is committed to exploring the possibilities of world communication through this standard English. Had the editors considered establishing an Attic Greek variety of English as their primary purpose, the corpus of data for the dictionary could not have been international nor could the term international have been used in the title. Their interest, however, was not in documenting the English of a small group of speakers but of English as a world language. In the last paragraph of the "Preface" to W3 Dr. Gove gives his view of the future state

of the world and the place of English in it. He states the tremendous scope of the dictionary and coins the term general language to denote standard international English:

It is now fairly clear that before the twentieth century is over every community of the world will have learned how to communicate with all the rest of humanity. In this process of intercommunication the English language has already become the most important language on earth. This new Merriam-Webster unabridged is the record of this language as it is written and spoken. It is offered with confidence that it will supply in full measure that information on the general language which is required for accurate, clear, and comprehensive understanding of the vocabulary of today's society.

The model of language on which W3 and 7Coll base usage labels is designed to give most space to standard international English and to allow marginal space for the "unstandard" forms. This model incorporates language as a changing phenomenon and language as a general consensus in verbal communication embracing many varieties of language. Standard English, then, is the consensus language of literary and literate users of English the world over in the twentieth century and in the British-American literary tradition since 1755. The standard language reported on thus spans two hundred years. The forms which were decreasingly used after 1755 are labeled "archaic," those which are in the literary tradition but not used by a speaker in his own speech these last two hundred years are termed "obsolete," and those being coined currently for various nonlexical purposes other than an artistic one are called "slang." Uses not recognized in standard English but nevertheless appearing sporadically in the language of standard English speakers are "nonstandard" such as irregardless and the pronuncia-

ation of percolate as \<sup>1</sup>pər-kyə-,lāt\.\* Dialect uses never appearing in standard English except as mistakes are "substandard." This chart may be useful to make clear the model of English used in W3 and its smaller companion 7Coll.

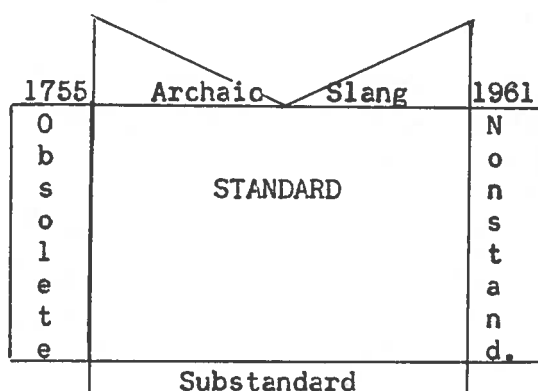


Chart of Standard English

Other qualifiers which are used when they seem to fit a word but are not considered necessary for every word are subject labels (language, astronomy, medicine) and smear word notes. The latter read "usu. taken to be offensive" or "often used disparagingly." Jim Crow and poor white belong in the former class, papist and Canuck in the latter. 7Coll omits all words labeled "vulgar" and cuts down on smear words and subject labels. 7Coll has thus a larger proportion of entries in the standard English than W3.

W3, as has been indicated, is eminent because of its scholarship, its full representation of meaning in contemporary society, and its well-conceived model

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\* "Colloquial" is not used as a label because the sources for W3 data are mainly written. Moreover, if it is taken to mean informal, the cleavage between formal and informal is too difficult to determine for the contrast to be used with scholarly accuracy and consistency. In the entry for colloquial an extreme statement from the "Preface" of the Oxford English Dictionary is quoted: "the great majority (of the common words of English) are at once literary and colloquial."

of English. This model, as we have already seen, implies a liberal attitude toward what is general English and makes use of a limited number of divisive labels. 7Coll, then, may not have all the labels of usage English teachers have become accustomed to but when they understand the concepts of language, of scholarship, and of human relations which bar their use, they will consider their omission justified. It may have some locally taboo words, but its broader assortment of words may better prepare readers to communicate with others from different cultural settings. What misguided preciousness makes a Northerner wince at hearing ain't in the polite circles of Charleston or Savannah! What unjustified sense of superiority makes a student smirk at reading Keats' like in "They raven down scenery like children do sweetmeats." Such attitudes imprison socially and culturally as well as linguistically. They can be combated by the knowledge of language which this dictionary has. 7Coll will be invaluable to every English teacher in helping him present a liberal and elevated concept of language and a sophisticated recognition of the uses of English, particularly American English.

Now, how specifically can the English teacher work with 7Coll in the classroom? It can be used, of course, as a model of language and scholarship by virtue of its relationship to the larger source, W3. On its own, however, it can be used as a valuable reference work in grammar and literature and by its fine example be a guide in composition. The previously mentioned entries from the academic literary canon make this dictionary especially appreciated as an accompaniment to the literary studies of the English class. Teachers can be certain of its help in literature but they are likely to be less certain of how it will support their work in grammar. How does 7Coll reflect the changes in thought on grammar since the publication of Webster's New International Dictionary, Second Edition, in 1934? What model of

grammar do we get from reading the definitions of grammatical terms?

One of the first things that strikes the reader is that the grammar model is not an exclusively English one. One of the definitions of a noun refers to all the languages in which a noun occurs and describes the characteristics it has in this "universal" grammar: a noun is a word that "in languages with grammatical number, case, and gender is inflected for number and case but has inherent gender." Both adjectives and adverbs are defined as words belonging to "major form classes in any of numerous languages." Some definitions point out the particularly English characteristics of a grammatical form. The present participle, for example, is "a participle that typically expresses present action in relation to the time expressed by the finite verb in its clause and that in English is formed with the suffix -ing and is used in the formation of the progressive tenses." A similar "in English" tag is used in the definition of the present perfect. The multilingual viewpoint of these definitions will give students a perspective on grammar which, unless they already know a foreign language, they might not otherwise have.

The definitions are written on citations gathered not only from the grammars of many languages but from theseveral grammars of English. Accordingly, the structural definition of a noun quoted above is supplemented in the entry for noun by the two definitions from traditional analysis: one linking the noun with semantic categories, the other linking it with sentence uses. Similarly, the entry for sentence clusters together a number of disparate views representing citations from divergent schools of grammar. A sentence is:

a grammatically self-contained unit consisting of a word or a syntactically related group of words that expresses an assertion, a question, a command, a wish, or an exclamation, that in writing usually begins with a capital letter and concludes with appropriate end punctuation, and that in speech is phonetically distinguished by various patterns of stress, pitch, and pauses.



Neither traditional nor linguistic terms are given for the two parts of a sentence. Subject, predicate and constituent do, however, have separate entries. Constituents are defined as either immediate or ultimate. "Ultimate constituents" is a Bloomfieldian term; students might more readily recognize them by Chomsky's phrase, "terminal string." The sentence transformations of generative grammar are also suggested by the definition at the philosophical term sentential function, defined as "an expression that ... becomes a declarative sentence when constants are substituted for the variables."

The definitions reflect not only the viewpoints of the multilingualist, the structural linguist, the traditional grammarian, and the generative grammarian, but also of the poetic grammarian who interprets grammar imaginatively, not just intellectually, and who associates his grammatical analysis, therefore, with imagery. e.e. cummings was constantly experimenting poetically with grammar, and Francis Berry has explained his interesting theory in The Poet's Grammar. The imagery of some of the definitions in the dictionary suggest that such a grammar has been read for citations. A verb, for example, is defined as "the grammatical center of the predicate." Allomorphs are forms "at different points in a language." Many attitudes toward grammar mingle together in nonpartisan commonalty; the reader can agree or disagree, be eclectic or partisan, or take some kind of overview. The dictionary has sketched the prismatic shape of the contemporary model of English grammar. It leaves room for the reader to select, interpret, and fill out the sketch for himself.

Teachers will find the dictionary helpful and provocative not only in its definitions of grammatical terms but in the grammatical theory which it demonstrates in its new classifications of certain words. Worth, for example, is an adjective in the 6th Collegiate but in 7Coll a preposition, probably because it patterns before nouns (as "worth money"). -s and the are adverbs in the following uses

respectively: "always at home Sundays," "calls his the best." There in "there shall come a time" is a pronoun. A more traditional classification is given to truly in "yours truly" which is said to be the adverbial modifier of yours. Particles after a transitive verb, as the off in shake off, are variously called adverbs or prepositions according to whether they are separable or inseparable from the verb. 7Coll's definitions and its codification of words reflect new as well as traditional viewpoints in its grammar. The book will be an illuminating reference for the English class and add to the excitement of studying grammar in the '60s.

As teachers, we are all well aware that many individuals in the contemporary literate public have achieved an educated state without achieving also an understanding of the disciplines and purposes of dictionary-making. A great dictionary is a literary epic of its time. Teachers have as much responsibility for conveying to students the literary tradition of the dictionary as the literary tradition of poetry or the novel. Students may well read the dictionary, as they read other books, to get an idea of the controlling purpose for the whole work. Only as they read on a higher level than word-checking do they begin to reflect on the lesson which the dictionary has to present in discovering, shaping, and wording meaning.

Only as the reader stands within the central purpose, looking out, as it were, does he appreciate the defining art of the author-scholars on Dr. Gove's staff. The lexicographer is first a research scholar, then a meticulous and highly disciplined writer. The reader has only to write some definitions, himself, to realize the perceptiveness, integrity, and tough-mindedness of some of the authors at Springfield. Students might try writing vignettes of concise statement on some of the subjects listed in 7Coll. Their aim might be that of the dictionary's staff, to make words correspond to meaning "without surplusage." The topics chosen might

be those of well-written entries in 7Coll with variant versions in the 6th Collegiate so that a student would have two other statements with which to check the ones he writes. Some topics with suggestive entries in both dictionaries are: lobster thermidor, pork pie hat, putty, Milky Way, celestial sphere.

Another kind of writing experiment a student might enjoy trying is the single word or single-word-and-short-phrase style of many entries in 7Coll. For example, shibboleth, which in the 6th Collegiate was "a party cry or pet phrase," is in 7Coll succinctly, just (for the same sense): "CATCHWORD, SLOGAN." He can try to build the crescendo force of this entry: slam-bang: "with noisy violence: HEADLONG, RECKLESSLY"!

If a student has a writing experience associated with 7Coll, he will appreciate much more the profusion of words it provides for his use. The rich varieties of the entries will give him new delight in his language and new ideas about using it. Entries range from traditional words down to affixes and acronyms (UNESCO) and up through various compounds (roof garden, air-minded, cosmonaut, comedown) to phrases (thick and thin, all or none). Etymologies highlight meanings of words as honeymoon derived from "the idea that the first month of marriage is the sweetest." The pronunciation notes also bring out some unrecognized meanings: for example,  $\text{ˈsʌmp-ə m}$  is the special variant of something used to indicate "a person or thing of consequence," as "He is samp-ə m!"

W3 and 7Coll have a liberal concept of not only what makes a word but what makes a meaning. Rhetorical meanings, for example, are not excluded. Tom, Dick, and Harry is metonymy for "the common run of humanity" as yesterdays similarly represents "past time." The former recalls e.e. cummings' use of the same pattern with a similar meaning in the eddieandbill and bettyandisbel of "Chanson Innocent." To illustrate the latter 7Coll quotes Shakespeare's "all our yesterdays have lighted

fools the way to dusty death." The vitality of this dictionary will stir the receptive student to an increased pleasure in words and the anthology it provides of clearly written vignettes will help him improve his own writing.

In a 1962 bulletin prepared by a joint committee of the College English Association of Ohio and the English Association of Ohio on "High School Preparation for College English"\* the following two statements appear under "Dictionary Study":

We believe a student should have practise in using a dictionary for things other than checking spelling or determining the definition of a word.

We think a student should have some concept of the functions of a dictionary as explained by lexicographers.

Perhaps Dr. Gove will publish the principles which have produced his two books so that teachers can become well-informed as to the major disciplines of lexicography. Such a book would not only help teachers in using the dictionary with their classes in the ways previously described but would be a text for amateur lexicographers.

As a result of this study, I am planning a project in amateur lexicography. I plan to build a class dictionary with my language problems class this spring. We will see what it means to collect citations, looking for stable and unstable meanings. We will compare Hemingway as a source for these citations with Hortense Calisher and Herbert Gold. Our corpus will be mainly the material which the students read in the daily course of their lives, their own papers, and some taped class sessions. We will note the growth of a class vocabulary and any expressions coined by the class. We will observe the lexical stock of individuals, the "borrowing" among the class members, and the use of words in the 7Coll unstandard

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\*Issued by the Department of English, Kent State University

categories. In this way, the model of English charted in W3 and 7Coll can be dramatized. Finally, the process can result in a class dictionary. Our goals in this word book will be accuracy and clarity without claims to the comprehensiveness of W3. We shall rather try to be sensibly representative in the tradition of 7Coll.

If one can imagine the files which hold the citations justifying the entries of W3 and 7Coll, if one can imagine the book cases which fill part of the room -- the pages of bibliography covering the works read for the citations or consulted for the meanings and uses of words -- then 7Coll falls into proper perspective as an adaptation of a great scholarly achievement.

The debate which W3 has stirred up has alerted us to reconsidering what the dictionary is and what it can become as an educational instrument. The energy and paper used in the attacks on W3 will not have been misspent if they have stimulated English teachers to reconsider the dictionary more carefully, and, by an enlightened use of 7Coll, to prepare the present generation of students for an intelligent reception in the late twentieth century of Webster's Fourth New International.