

STUDIES IN LEXICOGRAPHY

EDITED BY

ROBERT BURCHFIELD



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**TO THE MEMORY OF
PROFESSOR DR JÜRGEN SCHÄFER
AND
PROFESSOR A. C. GIMSON**

**who had both agreed to
contribute to this book
but who did not live to
write their essays**

PREFACE

THE idea of preparing this volume of *Studies in Lexicography* arose from the success of the series entitled *Oxford Studies in Ancient Philosophy (OSAP)*, an annual publication (since 1983) edited by Julia Annas. It differs from *OSAP* in that it is intended to be a single publication, not an annual one.

In the last decade or so, theoretical and practical studies of various kinds of dictionaries have proliferated. A trail-blazing work was L. Zgusta's *Manual of Lexicography* (1971). Later works have included *Lexicography: Principles and Practice*, edited by R. R. K. Hartmann (1983); *Englische Wörterbücher unter der Lupe*, by Ewald Standop (1985); *Dictionaries, Lexicography and Language Learning*, edited by Robert Ilson (1985); and *Lexicography: An Emerging International Profession*, edited by Robert Ilson (1986). Two periodicals are also regularly devoted to lexicographical themes: *Dictionaries* (Dictionary Society of North America, 1979–), and the *Bulletin* (1984–) of EURALEX (European Association for Lexicography). Lexicographical research centres have also been established at the University of Exeter in this country, at Indiana State University, Terre Haute, Indiana, in the United States, and elsewhere.

The collection of essays that follows differs from others in several important respects, but principally in being mainly concerned with large historical, period, or regional dictionaries, including those of classical languages and of Anglo-Saxon and Middle English. Broad theoretical considerations are not overlooked, though, especially in the essays of Professor Robins and of Dr Malakhovski.

The Delegates of the Oxford University Press can hardly have foreseen what an extraordinary chain of events they were unleashing when in 1879 they engaged James A. H. Murray to prepare a *New* (later *Oxford*) *English Dictionary*. To this great work, which was completed in 1928, scholars from many English-speaking countries have added appendages, supplements, and extensions of various kinds in an unceasing quest for information about the English language.

The formidable scholarship and practicality of the principal

dictionaries of our age are re-examined here by an outstanding group of international scholars. Lewis and Short, Liddell and Scott (the familiar names by which the great classical dictionaries are known), the *OED*, the *Dictionary of American Regional English* (of which the first volume appeared in 1985), the *Australian National Dictionary* (expected in 1988), the *Middle English Dictionary* (inching its way towards completion in the 1990s), and other large dictionaries prepared on historical principles, are scrutinized again and once more evaluated. Professor Malkiel casts a multilingual eye on etymology and Professor Strevens reassesses the effectiveness of learners' dictionaries.

These essays represent an appraisal of great works of reference that are already published or are soon to appear. It seemed best to leave aside for the moment one great project now in hand, namely the electronic integration of the *OED* and its four supplementary volumes. Separate accounts of this spectacular scheme are already available¹ and others will soon follow.

Sir Randolph Quirk recently spoke² of the 'astonishing conservatism' of English dictionaries since the appearance of Dr Johnson's *Dictionary of the English Language* in 1755. Be that as it may, the essays in this volume testify to the amazing productivity of lexicographers in the last century or so as they have set down in dictionaries the vocabulary of English-speaking people throughout the world, and that of languages like Greek, Latin, and French, that have cast an indissoluble spell on the English language.

R. W. B.

¹ For example, by E. S. C. Weiner, in *Journal of English Linguistics*, Apr. 1985, pp. 1-13.

² In *Lexicography: An Emerging International Profession*, ed. Robert Ilson (1986), p. 5.

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ABBREVIATIONS

<i>a.</i>	<i>ante</i>	It.	Italian
AF	Anglo-French	L., Lat.	Latin
Arab.	Arabic	ME	Middle English
c.	century	<i>MED</i>	<i>Middle English Dictionary</i>
<i>c.</i>	<i>circa</i>	med.L.	medieval Latin
Canad.	Canadian	Mn.E.	modern English
Cat.	Catalan	<i>NED</i>	<i>New English Dictionary</i>
cl.L.	classical Latin	OE	Old English
Du.	Dutch	<i>OED</i>	<i>Oxford English Dictionary</i>
E.	English	OF	Old French
<i>EDD</i>	<i>English Dialect Dictionary</i>	O.Sp.	Old Spanish
EETS	Early English Text Society	Pg.	Portuguese
EFL	English as a Foreign Language	prep.	preposition
ESL	English as a Second Language	Russ.	Russian
Fr.	French	Skr.	Sanskrit
G.	German	Sp.	Spanish
Gk., Gr.	Greek	s.v.	<i>sub voce</i>
Gmc.	Germanic	ult.	ultimate
IE	Indo-European	var.	variant
Ir.	Irish	VL	Vulgar Latin
		W.Ger.	West Germanic

* used in etymologies to indicate a hypothetical reconstructed form in an ancient language. Also used to indicate unacceptable formations in modern English.

† obsolete

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I

LIDDELL & SCOTT: ITS BACKGROUND AND PRESENT STATE

P. G. W. GLARE

IN 1853 in the United States a young man of nineteen 'showed special proficiency in mathematics and classics' and held the office of class poet. On graduation he followed his father into the law, but in 1854, after a period of probation, he was admitted as a minister by the Philadelphia Conference of the Methodist Episcopal Church and served on one of the circuits. In 1857 he was Professor of Languages at the Normal University of Illinois and from 1859 to 1862 he was at Troy University, first as Professor of Mathematics and then as Professor of Greek. In 1862 he returned to the ministry of the Methodist Church. But not for long. The President of the United States appointed his father Commissioner of Internal Revenue, and he, *ut fit*, appointed his son Deputy Commissioner of Internal Revenue. In 1864, when he was still only thirty, he returned to the practice of law, and this was to be his main occupation for the rest of his life. Nevertheless, he was from 1868 to 1871 an editor of the *New York Evening Post* and published among other things a translation of Bengel's *Gnomon Novi Testamenti*. He lectured on Life Insurance at Cornell, Harvard, and Columbia Universities, and served for some years as President of the Prison Association of New York.¹ This was Charlton T. Lewis who was responsible as editor for most (B-Z) of the Latin-English Dictionary known as Lewis & Short. His counterpart in the Greek language, Henry Liddell (1811-98), had by contrast a fairly conventional, if distinguished, academic career as college tutor, headmaster of a public school, and Dean of Christ Church.

The dictionaries produced by these two very different men and their associates became the standard works of reference for English-speaking students of Greek and Latin for more than a century. It was confidently stated, more on the basis of Lewis & Short's errors than Liddell & Scott's merits, that the former dictionary was bad,

and the latter good, but in general they continued to be used without too many questions being asked. In fact the trust in Liddell & Scott has never been quite universal. Referring to the seventh edition in volume 3 of the *American Journal of Philology* Basil Gildersleeve sounded a note of caution. 'In the preface the editors say that the whole work has been thoroughly revised and large additions made. Another edition is not likely to appear in the lifetime of the editors, as they say not without a touch of pathos, and it is especially important that the thoroughness of the revision be put to the test and errors recorded.' By volume 19 of *AJP* he was saying: 'Liddell and Scott were even greater sinners than the average lexicographer, and complaints enough were heard in their lifetime. In the seventh edition they not only kept in mistakes of their own but spoiled other people's work', and he goes on to detail the way in which they mangled and misrepresented his contribution for the article on $\mu\eta$.

Less seriously, in a report of a dinner given to mark the retirement of Falconer Madan from his post as Bodley's Librarian in 1919, appear the following words: 'He ran lightly through the long years of his connexion with the library, from the day when he was first led to make use of it by his discovery of an enormous number of mistakes in L&S down to the time when he left it better equipped and organized than it has ever been before.'² And, of course, there have been numerous occasions where editors of particular works have criticized Liddell & Scott adversely in their notes.

On the whole, however, the typical feeling is that expressed by Robert Renehan in his first series of *Greek Lexicographical Notes*:

To the inexperienced the material contained in this volume may seem to involve substantial revisions to LSJ.³ In reality, of course, only a small percentage of the entries in LSJ are herein reviewed. And lest there be any misunderstanding, let me state it plainly. LSJ, the product of generations of scholarly cooperation and selfless labor, is the most useful aid to classical Greek lexicography ever published. Were anyone to think that these supplements are offered in a spirit of disrespect for that fine work, no one would be more unhappy than I.⁴

Despite the differences between their authors and the circumstances of their composition, the two dictionaries have much in common. Both were in essence adaptations of German dictionaries composed at the beginning of the nineteenth century, those of

Freund and Passow respectively. And, of course, both were moulded by the educational requirements of the time in which they were written. The history of Latin-English dictionaries is the more instructive here. Not to mention Anglo-Saxon glossaries, these may be said to begin with the glossary of Ælfric, sometime Abbot of Eynsham, written c. AD 1000. His object was the very practical one of enabling his monks, brought up in the vernacular, to perform worthily the liturgy of the church, and it may be noted that he laid special emphasis on vowel-quantities. Later, with the rise of secular schools, a series of Latin dictionaries were produced; these were mostly the work of schoolmasters, who had the requirements of their own particular pupils in view. One of the earlier ones was *[H]ortus Vocabularum*, an anonymous work printed by Wynkyn de Worde, an apprentice of Caxton. The title page of the 1509 edition has the following:

Ortus Vocabulorum alphabetico ordine fere omnia quae in Catholicon Breviloquo Cornucopia Gemma Vocabulorum atque Medulla grammaticae ponuntur cum vernacule linguae Anglicane expositione continens. Non immerito Ortus Vocabulorum nuncupatur quia sicut in hortulis florum herbarum atque fructuum copia reperiuntur quibus corpora roborantur atque spiritus recreantur ita et in hoc opere diversa continentur vocabula tyrunculis ad disciplinarum studia anhelantibus accommodata quibus et ipsi animum excolant et orationes ornent et tandem in doctissimos viros (si modo fata sinant) evadant . . . opus sane omnibus ad artes atque scientias anhelantibus utile atque conducibile praecipue tum ob Anglicani sermonis expositionem regioni Angliae summe necessarium. Currite igitur Anglici et
parvis ne parcite nummis
cum poterit parvo tale volumen emi.

The main purpose of teaching Latin was to fit pupils for public life, which was still heavily dependent on Latin. With the printing and dissemination of more and more classical authors, their authority was increasingly cited in dictionaries, even while Latin was still viewed mainly as the vehicle of international intercourse, and a hierarchy of 'good' authors came into being. In his note 'To the English Reader' Littleton (1677) wrote:

Let it suffice thee, Reader, that thou hast here the whole body of the Latin tongue, with all its natural and genuine branches, delivered to thee, whereby thou mayst be inabled to speak and write Latine by the same authority as the Romans themselves spoke and wrote it, when Rome was at her height. For as to those words, which thou missest here, and meetest

with elsewhere, thou must know that they being but corruptions and abuses of Latine, are better let alone than taken notice of.⁵

The history of Greek-English dictionaries is comparatively short. While the use of the vernacular in Latin dictionaries can be traced back to Anglo-Saxon times, the American scholar John Pickering could write in 1826:⁶ 'It is a remarkable fact in the history of education, that we have so long continued the practice of studying the Greek language through the medium of the Latin; and that until very recently we have not had Greek as well-as Latin dictionaries with explanations in English.' Liddell and Scott themselves found it necessary to justify the use of English in their *Lexicon*.

It may be asked, whether such a lexicon should not be in *Latin*, as in the old times; whether the other is not an unworthy condescension to the indolence of the age. In answer we would draw a distinction between an English *Lexicon* and English *Notes* to Classical Authors. We hold that Critical Notes to these Authors will always be best in the Latin Tongue . . . The chief business of Lexicography is one, to interpret words; of Criticism another, to unravel the idioms and intricacies of language. The Latin Tongue may be the best organ for the latter work, yet very unequal to the due execution of the former. And quite unequal it is. For just as impossible is it to render the richness, boldness, freedom and variety of Greek by Latin words, as it is to give any adequate conceptions of Milton or Shakspeare by French translations. Yet French is, confessedly, the language of Mathematics. So Latin is the language of Classical Criticism. But we hold it feeble and defective for the purposes of Lexicography. And when we add to this the fact, that in richness at least and freedom (though certainly not in beauty or exactness) our own language is not unworthy to compare with the Greek, we conclude confidently that the best *Lexicon* an Englishman can use to read Greek with, will be in English. A Frenchman may have reason for using a Greek-Latin *Lexicon*; an Englishman can have none.⁷

In any case, very little Greek was studied in schools before the beginning of the nineteenth century, and it was the requirements of schools more than anything else which was responsible for the numerous Latin-English dictionaries produced from the Renaissance onwards.

The early Greek dictionaries, too, were intended for the use of the young learner. Pickering's dictionary (first edition, 1826) states specifically on the title-page: 'A Comprehensive *Lexicon* of the Greek Language adapted to the use of colleges and schools in the