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GENERAL INTRODUCTION

The American College Dictionary is a record of the English language prepared by more than 350 scholars, specialists, and editors to meet the essential needs of the reader, speaker, and writer who want to know the meaning of a word, how to pronounce it, how to spell it, its history, or some important fact of usage. The first abridged dictionary to be prepared by a staff larger than is usually assembled for an unabridged dictionary, the ACD is the latest record of current usage made by any dictionary staff since World War II. This fact alone justifies publishing this new dictionary.

The ACD, however, differs from other similar dictionaries in many important particulars. Linguists have made significant advances in the study of language and psychologists have developed techniques of presenting facts which have been neglected by dictionary-makers who base the dictionaries they prepare today on the same general principles they used one hundred years ago. In order to insure that the ACD would be carefully planned in accordance with the current knowledge of scholars in the various fields of language study, we secured the services of a distinguished editorial board, representing the fields of general linguistics, psychology, phonetics, usage, and etymology. This board laid down certain general principles, formulated in accordance with the findings of modern scholarship, which the sixteen special editors followed.

This dictionary records the usage of the speakers and writers of our language; no dictionary founded on the methods of modern scholarship can prescribe as to usage; it can only inform on the basis of the facts of usage. A good dictionary is a guide to usage much as a good map tells you the nature of the terrain over which you may want to travel. It is not the function of the dictionary-maker to tell you how to speak, any more than it is the function of the mapmaker to move rivers or rearrange mountains or fill in lakes. A dictionary should tell you what is commonly accepted usage and wherein different classes of speakers or regions differ in their use of the language. We have taken special pains to give an accurate record of the distribution of usage (*Colloq.*, *Slang*, *Brit.*, *U.S.*, etc.) so far as we can determine it; a committee of five special editors who are experts in the study of levels of usage and dialect distribution have recorded their observations in the ACD. This is the first time that a dictionary has attempted such an undertaking, the principles of which are explained by Charles C. Fries on page xxix and by Allen Walker Read on page xxx.

New techniques have been worked out for the selection of information to go into the ACD. It is necessary to select from the hundreds of thousands of words in the language and over a million possible definitions the meanings that will be most needed by a person of wide reading. At the same time it is essential that the basic vocabularies of all the special fields of knowledge should be covered. To select the words and meanings needed by the general user we utilized the Lorge-Thorndike Semantic Count which measures the occurrences of various meanings in the general

vocabulary. By using this count, which is based upon a reading of modern standard literature, we have been able to select the important meanings needed by the reader of today and to have some statistical assurance of the occurrence of the meanings. This count has also been of considerable importance in the arrangement of meanings, since it has enabled us to determine with some certainty which are the common meanings and to put them first. The uses of this count are explained by Irving Lorge on page xxiii.

The selection of the basic vocabularies of various special fields has been a more difficult matter; here the usage of today is important. The only satisfactory way to get current usage in special fields is to go directly to the users of the special vocabularies. With the aid of librarians and of the specialists themselves, we divided knowledge systematically into various narrow fields and secured experts in each field. By utilizing the services of experts in this fashion, we have been able to record the usage of today. It is not enough to read and record usage from books and magazines—although this is important—since any reading must be a very inadequate sampling of the current vocabulary. By going directly to the specialists who know and use the words, however, we have been able to speed up by many years the recording of current usage. We have also made certain that relevant and basic facts needed today are included in the definitions. Such a group of specialists has two functions, then: (1) to make sure that we include basic current terms; (2) to check the accuracy of the facts in the definitions themselves.

The pronunciations in the ACD are represented by a system which gives only forty-four symbols for the 251 common spellings of sounds in the language. This system has proved useful in the training of radio speakers, since it focuses attention on the pronunciation instead of on the spelling; it utilizes the traditional textbook key so far as possible, but takes one symbol from the International Phonetic Alphabet—the standard alphabet used by phoneticians everywhere. By the use of this symbol (ə) we have been able to avoid cluttering the key with a dozen additional symbols based on spelling instead of on sound and to give natural pronunciations in cultivated use rather than the artificial pronunciations so common in existing dictionaries. Variant pronunciations common in extensive regions of the country or used by large groups of people are recorded. Any pronunciation in this dictionary is a good pronunciation and may be safely used. If the second or third pronunciation is your natural pronunciation, it is the one to use. In pronunciation, as in vocabulary, we are a record of usage. For a fuller explanation of the principles of pronunciation, see the preface by W. Cabell Greet on page xxiv.

So far as synonym studies and lists are concerned the ACD differs from similar dictionaries in keying studies and lists to the definitions. Realization of the fact that different words are not synonymous in their entirety but only in certain relatively narrow areas of meaning will lead to a

more precise use of words. For example, *unqualified* and *utter* are synonyms of *absolute* in the meaning "free from limitation or restriction"; *complete* and *perfect*, however, are synonyms of *absolute* in the meaning "free from imperfection." For other areas of meaning of *absolute*, other synonyms exist; it is all-important to settle first on the common or core meaning of the synonyms to be distinguished, discriminate carefully among them, and give examples illustrating the use of the synonymous words. Clear examples are almost as important as the discriminations; we have been especially careful to provide illustrative examples for each synonym. We have also placed synonym studies under the well-known word, since it is more likely that the writer will go from the well-known word to the unknown or unfamiliar one. For a further explanation of the principles of handling synonyms and antonyms see the preface by Miles L. Hanley on page xxvii.

The most important fact to learn about the etymology of a word is whether it is a native word or borrowed one. We differ from other dictionaries in immediately indicating this fact. We employ a method of presentation of etymologies which enables the user of the dictionary to read etymologies with a more precise idea of the development of the word. In general, the treatment of the etymologies has been conservative, but a survey of research in this field has been made, and the reader will find many new etymologies recorded here for the first time, particularly of Americanisms, words derived from the American Indian languages, and words from the Romance languages. The preface on etymologies by Kemp Malone, explaining the system carefully and in detail, is on page xxv.

All facts have been arranged in the easiest possible fashion for the user. All entries are in one alphabetical list; the reader will not have to look in a half dozen lists to find an entry. All inflected forms of verbs, nouns, etc., in which the stem is changed in any way by the addition of a suffix have been entered in this dictionary; so have all foreign plurals and all regular plurals likely to be confused with irregular plurals. All definitions are numbered. Central or common meanings are put first. By using different kinds of type for different kinds of information, we have been able to distinguish clearly between main and secondary

entries and between definitions and illustrative phrases. The type page has been specially designed so that the user can quickly find the entry for which he is looking.

By putting proper names in the main vocabulary list we have been able to apply the same standards of defining to proper names that we do to the common vocabulary. We have tried to give the most significant facts about each person or place having importance today. Data have been checked against the most recent and reliable sources available and are presented in a clear, readily intelligible manner.

The illustrations have been chosen as aids to the definitions. We have avoided picturing common birds, flowers, and fishes that can be of value only when shown in color or in magnified detail. Captions explaining the illustrations, as under *abacus*, are also designed to supplement the definitions. Actual sizes of animals are given instead of ratios of reduction which the user must figure out and usually doesn't. There are over three hundred spot maps throughout the dictionary giving locations of historically important places (as *Acadia*), places that are hard to find in current atlases (as *Alaska Highway*), and places of literary interest (as *Sherwood Forest*).

The editor, the special editors, the office staff, and the special consultants have had available for their use two outstanding products of American lexicography: *The Century Dictionary* and *The New Century Dictionary*. We were also fortunate in being able to secure the right from the University of Chicago Press to use definitions and sentences from *The Dictionary of American English* (1944).

It is impossible adequately to thank all who have helped in the cooperative project of writing this dictionary, but I am specially grateful to Mr. Jess Stein for his efficient management of the staff and his many editorial suggestions which have materially improved the book. Two editors at Random House, Mr. Robert N. Linscott and Mr. Saxe Commins, have given helpful counsel and support whenever needed. To them I am deeply indebted. Finally, I express my appreciation to Messrs. Bennett A. Cerf, Robert K. Haas, and Donald S. Klopfer for the opportunity to edit a modern dictionary based on present-day scholarship.

Clarence L. Barnhart

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C. O. RUGGLES, Professor of Public Utility Management and Regulation, Harvard University (Au., *Terminal Charges at United States Ports; Problems in Public Utility Economics and Management*).

Wholesale and Retail Marketing

PAUL D. CONVERSE, Professor of Marketing, University of Illinois (Au., *Marketing Methods and Policies; Selling Policies; Essentials of Distribution; Elements of Marketing; co-au., Introduction to Marketing*).

COOKERY—See under HOME ECONOMICS: Food.

CORPORATIONS—See under COMMERCE.

CRANIOMETRY AND CRANIOLOGY—See under ANTHROPOLOGY: Physical Anthropology.

CRYSTALLOGRAPHY—See under GEOLOGY.

DANCE—See under ARTS.

DENTISTRY—See under ANATOMY, PHYSIOLOGY, AND EMBRYOLOGY: Dental Structure and Dentistry.

DERMATOLOGY—See under THERAPEUTICS.

DOGS—See under ZOOLOGY.

DRAMA—See under LITERATURE; see under ARTS: Theater.

ECOLOGY—See under BOTANY: Plant Ecology; see under ZOOLOGY: Animal Ecology.

ECONOMICS—See under COMMERCE: Banking, Credit, and Foreign Exchange; Import and Export; Insurance; Labor; Wholesale and Retail Marketing; see under GOVERNMENT: Political Economy.

EDUCATION

Administration

DONALD P. COTTRELL, Dean, College of Education, Ohio State University; formerly, Professor of Education and Executive Director of Horace Mann-Lincoln School of Teachers College, Columbia University (Co-au., *Redirecting Teacher Education*).

Comparative and Foreign Education

I. L. KANDEL, Professor Emeritus of Education, Teachers College, Columbia University (Au., *Intellectual Cooperation: National and International; Conflicting Theories of Education; History of Secondary Education; Comparative Education; Essays in Comparative Education; The Classics in Germany, England, and France*; editor, *Educational Yearbook of the International Institute*).

Higher Education

JOHN DALE RUSSELL, Director, Division of Higher Education, United States Office of Education; formerly, Professor of Education and Dean of Students, Division of Social Sciences, University of Chicago.

Philosophy of Education

EDGAR W. KNIGHT, Kenan Professor of Education, University of North Carolina (Au., *Twenty Centuries of Education; Education in the United States; Public Education in the South; Reports on European Education; What College Presidents Say; Henry Harris on Collegiate Education; co-au., Culture in the South; The Graduate School; Research and Publications*).

Tests and Measurements—See under **PSYCHOLOGY**.

ELECTRICAL DEVICES—See under **APPLIED SCIENCE**.

ELECTRICITY AND MAGNETISM—See under **PHYSICS**.

ELECTRONICS—See under **APPLIED SCIENCE**.

EMBRYOLOGY—See under **ANATOMY, PHYSIOLOGY, AND EMBRYOLOGY**; see under **ZOOLOGY**: Animal Embryology.

ETHICS—See under **PHILOSOPHY**.

ETHNOLOGY—See under **ANTHROPOLOGY**.

FISHES—See under **ZOOLOGY**: Ichthyology.

FOOD—See under **HOME ECONOMICS**.

FUNGI—See under **BOTANY**.

FURNITURE AND FURNISHINGS—See under **HOME ECONOMICS**.

GEMS AND JEWELRY—See under **GEOLOGY**.

GENETICS—See under **ZOOLOGY**; see under **BOTANY**: Plant Genetics.

GEOGRAPHY

General Geography and Cartography

RICHARD HARTSHORNE, Professor of Geography, University of Wisconsin (Au., *The Nature of Geography*).

Oceanography

HARRY AARON MARMER, Assistant Chief of Division of Tides and Currents, United States Coast and Geodetic Survey (Au., *Tides and Currents in New York Harbor; Coastal Currents Along the Pacific Coast of the United States; The Sea; The Tide*).

Physical Geography

ROBERT BOWMAN, Professor of Geography, State University of Iowa.

Selection of Maps

ARTHUR H. ROBINSON, Assistant Professor of Geography, University of Wisconsin.

ROBERT L. REYNOLDS, Professor of History, University of Wisconsin.

Statistical Data

HENRY J. DUBESTER, Chief, Census Library Project, Library of Congress.

GEOLOGY

Crystallography

CLIFFORD FRONDEL, Associate Professor of Mineralogy, Harvard University (Co-au., *Dana's System of Mineralogy*, 7th ed.).

Gems and Jewelry

FREDERICK H. POUGH, Curator of Physical Geology and Mineralogy, American Museum of Natural History.

Mineralogy: General Mineralogical Terms

S. JAMES SHAND, Newberry Professor of Geology, Columbia University.

Mineralogy: Mineral Names

MICHAEL FLEISCHER, Senior Geochemist, United States Geological Survey, Washington, D. C. (Associate Editor, *American Mineralogist*; assistant editor, *Chemical Abstracts*).

Paleontology

JOHN ERIC HILL, Assistant Curator of Mammals, American Museum of Natural History (Deceased).

Petrology: General Petrological Terms

KENNETH K. LANDES, Professor of Geology (Chairman of Department), University of Michigan.

Petrology: Igneous Rocks

CORNELIUS S. HURLBUT, JR., Associate Professor of Mineralogy, Harvard University.

Petrology: Metamorphic and Sedimentary Rocks

S. JAMES SHAND. See: Mineralogy: General Mineralogical Terms.

Physical Geology

KIRTLEY F. MATHER, Professor of Geology, Harvard University; formerly, Geologist, United States Geological Survey (Au., *Old Mother Earth; Sons of the Earth; co-au., A Source Book in Geology*).

Stratigraphy

RAYMOND C. MOORE, Professor of Geology, University of Kansas; Chairman, American Commission of Stratigraphic Nomenclature; Geologist, United States Geological Survey; State Geologist of Kansas (Au., *Historical Geology*).

GLASS INDUSTRIES—See under **APPLIED SCIENCE**.

GOVERNMENT

Comparative Government: England

R. K. GOOCH, Professor of Political Science, University of Virginia (Au., *The Government of England*; editor, *Source Book on the Government of England*).

Comparative Government: Europe

NORMAN L. HILL, Professor of Political Science, Nebraska University (Au., *Claims to Territory; co-au., The Background of European Governments*).

International Law and Diplomacy

PITMAN B. POTTER, Grozier Professor of International Law (Chairman of Department), American University (Managing Editor, *American Journal of International Law*; au., *Introduction to the Study of International Organization; The Wal Wal Arbitration*).

International Relations

W. E. DIEZ, Associate Professor of Government, University of Rochester.

Legislation

ALPHEUS THOMAS MASON, McCormick Professor of Jurisprudence, Princeton University (Au., *The Brandeis Way: A Case Study in the Workings of Democracy; Bureaucracy Confronts Itself: The Ballinger-Pinchot Controversy; Brandeis: A Free Man's Life*).

Local and State Government

AUSTIN F. MACDONALD, Professor of Political Science, University of California (Au., *American State Government and Administration; American City Government and Administration*).

National Government

ARTHUR N. HOLCOMBE, Eaton Professor of the Science of Government, Harvard University (Au., *The Middle Classes in American Politics; The Chinese Revolution; The Foundations of the Modern Commonwealth*).

Political Economy

ALVIN H. HANSEN, Lucius N. Littauer Professor of Political Economy, Harvard University (Co-au., *Principles of Economics*; au., *America's Role in the World Economy; Fiscal Policy and Business Cycles; Economic Stabilization in an Unbalanced World; Economic Policy and Full Employment*).

Political Parties

V. O. KEY, JR., Professor of Political Science, Johns Hopkins University.

Political Theory

R. M. MACIVER, Lieber Professor of Political Philosophy and Sociology, Columbia University (Au., *Toward an Abiding Peace; Social Causation; Society: A Textbook of Sociology; The Web of Government*).

GRAMMAR—See under **LINGUISTICS**: Morphology.

GRASSES—See under **BOTANY**.

GYNECOLOGY—See under **THERAPEUTICS**.

HERALDRY

CHARLES K. BOLTON, Au., *Bolton's American Armory*; formerly, Associate Professor, Simmons College, and Librarian, Boston Athenaeum.

HISTORY

Ancient History

A. E. R. BOAK, Richard Hudson Professor of Ancient History (formerly, Chairman of Department), University of Michigan (Au., *History of Rome to 565 A.D.*).

The British Empire

PAUL ALEXANDER KNAPLUND, Professor of History (Chairman of Department), University of Wisconsin (Au., *Gladstone and Britain's Imperial Policy; Gladstone's Foreign Policy; The British Empire, 1817-1939*).

China and Japan

OWEN LATTIMORE, Lecturer and Director of Walter Hines Page School of International Relations, Johns Hopkins University; formerly, Political Advisor to General Chiang Kai-shek, 1941-42; Deputy Director of Pacific Operations, Office of War Information (Au., *Solution in Asia*).

England to 1689

WILLIAM EDWARD LUNT, Walter D. and Edith M. L. Scull Professor of English Constitutional History, Haverford College (Au., *History of England; Financial Relations of the Papacy with England to 1827; associate editor, American Historical Review*).

England from 1689

ARTHUR H. BASYE, Professor of History, Dartmouth College.

France

ARTHUR L. DUNHAM, Professor of History, University of Michigan.

Italy

MARY LUCILLE SHAY, Assistant Professor of History, University of Illinois.

Medieval History

SIDNEY R. PACKARD, Professor of History, Smith College (Au., *Europe and the Church under Innocent III*).

Middle and Near Eastern History

ALBERT HOWE LYBYER, Professor Emeritus of History, University of Illinois (Au., *The Government of the Ottoman Empire in the Time of Suleiman the Magnificent*).

Modern European History

DWIGHT ERWIN LEE, Professor of Modern European History, Clark University (Au., *Great Britain and the Cyprus Convention Policy of 1878; Ten Years: The World on the Way to War, 1930-40*).

Russia

SIR BERNARD PARES, formerly, Professor of Russian History, Language, and Literature, and Director of the School of Slavonic and East European Studies, University of London; Visiting Professor of History, Sarah Lawrence College (Au., *History of Russia; The Fall of the Russian Monarchy; Russia and the Peace*).

Spain and Latin America

O. H. HARING, Robert Woods Bliss Professor of Latin-American History and Economics, Harvard University (Au., *Trade and Navigation Between Spain and the Indies in the Time of the Hapsburgs; The Spanish Empire in America*).

United States

WILLIAM B. HESSELTINE, Professor of History, University of Wisconsin (Au., *Ulysses S. Grant, Politician; The South in American History*).

HOME ECONOMICS

Clothing

MARY EVANS, Professor of Home Economics, Teachers College, Columbia University (Au., *Costume Silhouettes; Costume Throughout the Ages; Draping and Dress Design; How to Make Historic American Costumes*).

Food

MYRNA JOHNSTON, Director, Better Foods and Home Equipment Departments, *Better Homes and Gardens*.

JEAN GUTHRIE DUMONT, Former Director, Better Foods and Home Equipment Departments, *Better Homes and Gardens*.

Furniture and Furnishings

RUTH A. FOLGER, Associate Professor of Fine Arts (Head of Department), Russell Sage College.

Textiles

GRACE G. DENNY, Professor of Home Economics, University of Washington (Au., *Fabrics*).

HOROLOGY—See under MACHINES AND MACHINERY.

HORTICULTURE—See under BOTANY: North Temperate Edible Vegetables; North Temperate Fruits, Plant Propagation, and Nursery Practice; Ornamental Flowering Plants; Ornamental Woody Plants; Tropical Edible Plants.

HUNTING AND FISHING—See under SPORTS AND GAMES.

HYDRAULICS AND HYDRAULIC ENGINEERING—See under PHYSICS.

INSECTS—See under ZOOLOGY: Entomology.

INSURANCE—See under COMMERCE.

INTERNATIONAL LAW—See under GOVERNMENT: International Law and Diplomacy; see under LAW: International and Military Law.

JEWELRY—See under GEOLOGY: Gems and Jewelry.

JOURNALISM—See under LITERATURE.

LABOR—See under COMMERCE.

LAW

Attorney and Client Relationship

ELLIOTT E. CHEATHAM, Professor of Law, Columbia University (Au., *Cases and Materials on the Legal Profession*).

Business and Membership Organizations

HENRY WINTHROP BALLANTINE, Professor of Law, University of California (Au., *Problems in Law; Law of Corporations*).

Contracts

LON L. FULLER, Professor of Law, Harvard University (Au., *The Law in Quest of Itself*).

Conveyancing

W. BARTON LEACH, Professor of Law, Harvard University.

Copyright, Patent, and Trademark Law

HORACE G. BALL, Au., *The Law of Copyright and Literary Property*.

Criminal Law

LIVINGSTON HALL, Professor of Law (Vice Dean, Law School) Harvard University (Co-au., *Cases on Criminal Law*).

Decedents' Estates

MAX RHEINSTEIN, Max Pam Professor of Comparative Law, University of Chicago (Au., *Cases and Materials on Decedents' Estates*).

Domestic Relations and Persons

ALBERT CHARLES JACOBS, Provost and Professor of Law, Columbia University (Au., *Cases and Materials on Domestic Relations; Cases and Materials on Landlord and Tenant*).

English and Scottish Law

JOHN P. DAWSON, Professor of Law, University of Michigan.

Evidence

CHARLES T. McCORMICK, Dean and Professor of Law, School of Law, University of Texas (Au., *Handbook on Law of Damages; Cases and Materials on the Law of Evidence; Cases and Materials on Law of Damages; co-au., Texas Law of Evidence; Cases and Materials on Federal Courts*).

Fiduciaries and Insolvent Estates

AUSTIN W. SCOTT, Dane Professor of Law, Harvard University (Au., *The Law of Trusts*).

International and Military Law

EARLE H. KETCHAM, Professor of Political Science, Syracuse University.

Judges and Courts

EDSON R. SUNDERLAND, Professor of Law and Legal Research, University of Michigan (Au., *Cases on Code Pleading; Cases on Common Law Pleading; Cases on Trial and Appellate Practice; Cases on Judicial Administration*).

Maritime Law

HOBERT COFFEY, Professor of Law and Director of the Law Library, University of Michigan.

Penology

EDWIN H. SUTHERLAND, Professor of Sociology (Head of Department), Indiana University; formerly, President, Indiana University Institute of Criminal Law and Criminology (Au., *Principles of Criminology; The Professional Thief*).

Personal Property

HORACE E. WHITESIDE, Professor of Law, Cornell University.

Procedure

GEORGE H. DESSON, Professor of Law, Yale University; formerly, Special Assistant to Attorney General, Anti-Trust Division, United States Department of Justice; Member, Advisory Committee on Rules of Criminal Procedure, United States Supreme Court.

Quasi-judicial Public Offices

KENNETH O. SEARS, Professor of Law, University of Chicago (Au., *Cases on Administrative Law*; co-au., *May on Crimes*, 4th ed.).

Real Property

RICHARD B. POWELL, Dwight Professor of Law, Columbia University (Au., *Law of Property Future Interests; Trusts*).

Roman and Civil Law

MAX RADIN, John Henry Boalt Professor of Law, University of California (Au., *Handbook of Roman Law; Handbook of Anglo-American Legal History*).

Torts

PHILIP MECHEM, Professor of Law, University of Iowa (Au., *Cases on Agency*; co-au., *Cases on Wills*).

LEGISLATION—See under GOVERNMENT.

LIBRARY SCIENCE—See under LITERATURE.

LINGUISTICS

General

BERNARD BLOCH, Professor of Linguistics, Yale University (Assistant Editor, *Linguistic Atlas of New England*; co-au., *Outline of Linguistic Analysis*; editor, *Language*).

ALBERT H. MARCKWARDT, Professor of English, University of Michigan (Au., *Introduction to the English Language; Scribner Handbook of English*).

Phonetics and Phonemics

W. FREEMAN TWADDELL, Professor of Linguistics, Brown University.

Semitic-Hamitic Languages (Special Review)

ZELLIG S. HARRIS, Professor of Linguistics, University of Pennsylvania (Au., *Development of the Canaanite Dialects; Grammar of the Phoenician Language*; editor, *Journal of the American Oriental Society*).

Speech

KARL R. WALLACE, Professor of Speech (Head of Department), University of Illinois (Editor, *Quarterly Journal of Speech*).

LITERATURE

Classical Myths and Legends in Literature

DOUGLAS BUSH, Professor of English, Harvard University (Au., *Mythology and the Renaissance Tradition in English Poetry*; *Mythology and the Romantic Tradition in English Poetry*).

Drama

ARTHUR H. QUINN, John Welsh Centennial Emeritus Professor of History and English Literature, University of Pennsylvania (Au., *History of American Drama from the Beginning to the Civil War; History of American Drama from the Civil War to the Present Day*).

General Terms in Literature

GEORGE W. SHERBURN, Professor of English Literature (Chairman, Division of Modern Languages), Harvard University.

Journalism

FRANK LUTHER MOTT, Dean of School of Journalism, University of Missouri (Au., *A History of American Magazines; American Journalism: A History; Jefferson and the Press*).

Library Science

NATHANIEL STEWART, Associate, School of Library Service, Columbia University; formerly, Chief of Card Division, Library of Congress, Washington, D. C.

Proper Names

JOSEPH WOOD KRUTCH, Brander Matthews Professor of Dramatic Literature, Columbia University.

Prosody

DONALD A. STAUFFER, Professor of English (Chairman of Department), Princeton University (Au., *The Nature of Poetry*; editor, *The Intent of the Critic*).

LOGIC—See under PHILOSOPHY.

MACHINES AND MACHINERY

Air Machines and Refrigeration

H. G. VENEMANN, Professor of Refrigeration, Purdue University (Au., *Refrigeration Theory and Applications*).

Boilers and Furnaces

ROBERT P. KOLB, Professor of Heat-Power Engineering, Worcester Polytechnic Institute.

Horology

WARREN T. RONDE, Instructor, Milwaukee Vocational School.

Internal Combustion Engines

HAROLD C. HERRMANN, Instructor, Milwaukee Vocational School.

Machine Shop Tools and Practice

W. N. LATHROP, Supervisor of Trade and Industry, Milwaukee Vocational School.

MAMMALS—See under ZOOLOGY: Mammalogy.

MATHEMATICS

Algebra

A. ADRIAN ALBERT, Professor of Mathematics, University of Chicago (Editor, *Transactions of the American Mathematical Society*).

Analytic Geometry

FRANCIS D. MURNAGHAN, Professor of Applied Mathematics, Johns Hopkins University (Editor, *American Journal of Mathematics*).

Calculus and Function Theory

M. R. HESTENES, Professor of Mathematics, University of California.

General Terms in Mathematics

R. G. SANGER, Professor of Mathematics (Chairman of Department), Kansas State College of Agriculture and Applied Science.

Number Theory and Arithmetic

D. H. LEHMER, Associate Professor of Mathematics, University of California.

Statistics

SAMUEL S. WILKS, Professor of Mathematical Statistics, Princeton University (Editor, *Annals of Mathematical Statistics*).

Synthetic Geometry

S. B. MYERS, Associate Professor of Mathematics, University of Michigan (Associate Editor, *American Journal of Mathematics*).

MEASURES—See under WEIGHTS AND MEASURES.

MECHANICS—See under PHYSICS.

MEDICINE—See under THERAPEUTICS.

METALLURGY—See under APPLIED SCIENCE:
Foundry and Ferrous Metallurgy; General and Nonferrous Metallurgy.

METAPHYSICS—See under PHILOSOPHY.

METEOROLOGY—See under PHYSICS.

MICROSCOPY—See under ZOOLOGY.

MILITARY TERMS

Air Warfare, Cutting and Thrusting Weapons, Sub-sistence

S. L. A. MARSHALL, Military Critic, *Detroit News*; Colonel, G.S.C.; Chief Historian, European Theater of Operations (Au., *Blitzkrieg; Armies on Wheels; Men Against Fire*).

Armor, Obsolete Weapons and Firearms

STEPHEN V. GRANCSAY, Curator of Arms and Armor, Metropolitan Museum of Art.

Artillery and Gunnery

RICHARD ERNEST DUPUY, Colonel, Field Artillery, U.S.A.; Bureau of Public Relations, War Department.

Equipment, Organization, and Tactics

JOSEPH INGHAM GREENE, Colonel, Infantry, U.S.A., Retired; Editor, *Infantry Journal*.

Explosives and Fortifications

WILLIAM FRANCIS HEAVEY, Colonel, Corps of Engineers, U.S.A.; District Engineer of New York District.

MINERALOGY—See under GEOLOGY.

MINING—See under APPLIED SCIENCE.

MOTION PICTURES—See under ARTS.

MUSIC

General Terms in Music

JAMES H. HALL, Professor of the History and Criticism of Music, Oberlin College.

Harmony

WALTER PISTON, Professor of Music, Harvard University; Composer (Au., *Harmony*; *Harmonic Analysis*; *Counterpoint*).

Jazz

WILLIAM RUSSELL, President, American Music Records.

Musical Forms

OTTO LUENING, Associate Professor (Chairman of Department), Barnard College, Columbia University; Composer, formerly, Chairman of Music Department, Bennington College.

Musical Instruments: Ancient

EMANUEL WINTERNITZ, Keeper of Collections of Musical Instruments, Head of Music Department, Metropolitan Museum of Art; Lecturer in Music, Columbia University.

Musical Instruments: Modern

CURT SACHS, Visiting Professor of Music, Graduate School of Arts and Sciences, New York University; Music Consultant, New York Public Library (Au., *The History of Musical Instruments*).

Notation

CARL DEIS, Music Editor-in-Chief, G. Schirmer, Inc.; Composer.

Proper Names

FREDERICK JACOBI, Teacher of Composition, Juilliard School of Music; Composer.

ROSS LEE FINNEY, Professor of Music, Smith College; Composer.

MYTHS AND LEGENDS

General

STITH THOMPSON, Professor of English and Folklore, Indiana University (Au., *Our Heritage of World Literature*; *Motif-Index of Folk-Literature*; *The Folktale*).

Greek Legends

WHITNEY J. OATES, Ewing Professor of Greek, Princeton University.

Greek Myths

GILBERT HIGHET, Professor of Greek and Latin, Columbia University (Translator, *Poetids*, *The Ideals of Greek Culture*).

Medieval and Arthurian Myths

JOHN WEBSTER SPARGO, Professor of English, Northwestern University (Au., *Chaucer's Shipman's Tale*; *Juridical Folklore in England*).

Roman Legends and Myths

GEORGE E. DUCKWORTH, Giger Professor of Classics, Princeton University.

NAUTICAL AND NAVAL TERMS

Boats and Inland Vessels

WENDELL P. ROOP, Captain (Retired), U.S.N.; Swarthmore College.

General Seaman'ship and Gear

HERBERT L. STONE, President, Yachting Publishing Company; Editor, *Yachting*.

Nautical Science

GEORGE S. BRYAN, Rear Admiral (Retired), U.S.N.; Hydrographer of the Navy, 1938-1946; International Correspondence Schools.

Ships and Ship Repair

THOMAS B. RICHEY, Rear Admiral (Retired), U.S.N.; attached to Joint Chiefs of Staff, Washington, D. C., 1943-45.

NEUROLOGY—See under THERAPEUTICS: Brain and Nervous Pathology.

NUMISMATICS—See under COINS.

OCEANOGRAPHY—See under GEOGRAPHY.

OPHTHALMOLOGY—See under THERAPEUTICS.

OPTICS—See under PHYSICS: Geometric Optics; Light and Light Measurements.

PAINTING AND GRAPHIC ARTS—See under ARTS.

PALEONTOLOGY—See under GEOLOGY.

PARASITOLOGY—See under ZOOLOGY.

PATHOLOGY—See under THERAPEUTICS: Blood and Heart Pathology; Brain and Nervous Pathology; Deformities and Skeletal Pathology; Digestive Pathology; General Pathology.

PETROLEUM INDUSTRIES—See under APPLIED SCIENCE: Coke and Petroleum Industries.

PETROLOGY—See under GEOLOGY.

PHARMACOLOGY—See under THERAPEUTICS.

PHILATELY

WINTHROP S. BOGGS, Director, The Philatelic Foundation (Au., *The Postage Stamps and Postal History of Canada*).

PHILOSOPHY

Ethics

T. V. SMITH, Professor of Philosophy, University of Chicago (Au., *Democracy and Dictatorship*; *The Democratic Way of Life*; editor, *International Journal of Ethics*).

General

RICHARD P. MCKEON, Professor of Greek and Philosophy (formerly, Dean of Division of Humanities), University of Chicago (Au., *The Philosophy of Spinoza*; co-au., *Studies in the History of Ideas*, Vol. III; editor and translator, *Selections from Medieval Philosophers*; editor, *The Basic Works of Aristotle*).

Logic

ERNEST NAGEL, Professor of Philosophy, Columbia University (Au., *Principles of the Theory of Probability*; co-au., *Introduction to Logic and Scientific Method*; co-editor, *Journal of Philosophy*).

Metaphysics

R. W. SELLARS, Professor of Philosophy, University of Michigan (Au., *Critical Realism*; *Principles and Problems of Philosophy*; *The Philosophy of Physical Realism*).

PHONETICS AND PHONEMICS—See under LINGUISTICS.

PHOTOGRAPHY—See under APPLIED SCIENCE.

PHYSICS

Acoustics

LEONARD O. OLSEN, Associate Professor of Physics, Case School of Applied Science.

Color

M. LUCKIESH, Director of Lighting Research Laboratory, Lamp Department, General Electric Company (Au., *Light*; *Vision and Seeing*; *Color and Colors*; *The Science of Seeing*; *Torch of Civilization*; *Reading as a Visual Task*).

Electricity and Magnetism

NORMAN E. GILBERT, Professor Emeritus of Physics, Dartmouth College; Visiting Professor of Physics, Rollins College (Au., *Electricity and Magnetism*).

General Terms in Physics

DUANE ROLLER, Professor of Physics, Wabash College (Co-au., *Mechanics*; *Molecular Physics*; *Heat and Sound*; *Laboratory Manual of Physics*; editor, *American Journal of Physics*).

Geometric Optics

P. G. NUTTING, Former Consulting Engineer in Charge of Research, Westinghouse Electric and Manufacturing Company; formerly, Geophysicist, United States Geological Survey.

Heat and Thermodynamics

J. M. CORK, Professor of Physics, University of Michigan (Au., *Pyrometry*, *Heat*, *Radioactivity and Nuclear Physics*).

Hydraulics and Hydraulic Engineering

HUNTER ROUSE, Professor of Fluid Mechanics, State University of Iowa; Director, Iowa Institute of Hydraulic Research (Au., *Fluid Mechanics for Hydraulic Engineers*; *Elementary Mechanics of Fluids*).

Light and Light Measurements

WILLIAM W. WATSON, Professor of Physics (Chairman of Department), Yale University.

Mechanics

GUSTAV G. FREYGANG, Professor of Mechanics, Stevens Institute of Technology.

Meteorology

MICHAEL FERENOE, Associate Professor of Physics and Meteorology, University of Chicago (Associate Editor, *Journal of Meteorology*).

Pneumatics and Aerodynamics

FREDERICK K. TEICHMANN, Professor of Aeronautical Engineering (Chairman of Department), New York University (Au., *Airplane Design Manual*).

Radiation and Nuclear Physics

I. I. RABI, Professor of Physics (Executive Officer), Columbia University; Staff Member and Associate Director of Radiation Laboratory, Massachusetts Institute of Technology.

HENRY M. FOLEY, Associate in Physics, Columbia University.

PHYSIOLOGY—See under **ANATOMY, PHYSIOLOGY, AND EMBRYOLOGY**.

PLUMBING—See under **APPLIED SCIENCE**.

POLITICAL ECONOMY—See under **GOVERNMENT**.

POLITICAL THEORY—See under **GOVERNMENT**.

PRINTING

Presswork

AUGUSTUS E. GIEGENGACK, The Public Printer, Government Printing Office, Washington, D.C.

Typography

BRUCE ROGERS, Printer and Book Designer; formerly, Printing Adviser to the Cambridge University Press and the Harvard University Press (Co-au., *Paragraphs on Printing*).

PROSODY—See under **LITERATURE**.

PSYCHIATRY—See under **THERAPEUTICS**.

PSYCHOLOGY

General Psychological Processes

G. W. ALLPORT, Professor of Psychology, Harvard University (Au., *Personality—A Psychological Interpretation*).

Personality Traits and Their Expression

GARDNER MURPHY, Professor of Psychology, College of the City of New York (Au., *Personality; Experimental Social Psychology; Historical Introduction to Modern Psychology*; co-au., *Approaches to Personality*).

Psychoanalysis

LAWRENCE S. KUBIE, Associate Neurologist, Neurological Institute, Columbia University; Clinical Professor of Psychiatry, School of Medicine, Yale University (Au., *Practical Aspects of Psychoanalysis*).

Tests and Measurements

LEWIS M. TERMAN, Professor Emeritus of Psychology (Executive Head, Department of Psychology), Stanford University (Au., *The Stanford Revision of the Binet-Simon Intelligence Scale; Genetic Studies of Genius*; co-au., *Measuring Intelligence*; editor, *The Measurement and Adjustment Series*).

RADIO—See under **APPLIED SCIENCE: Electronics**.

RAILROADS—See under **APPLIED SCIENCE**.

REAL PROPERTY—See under **LAW**.

REFRIGERATION—See under **MACHINES AND MACHINERY: Air Machines and Refrigeration**.

RELIGION

Anglicanism

REV. WALTER RUSSELL BOWIE, Dean of Students and Professor of Practical Theology, Union Theological Seminary; Member, American Standard Bible Revision Committee (Associate editor, *The Interpreter's Bible*; au., *The Story of the Bible; The Master, the Life of Jesus Christ*).

The Bible: Apocrypha and General Terms

EDGAR J. GOODSPEED, Distinguished Service Professor Emeritus of Biblical and Patristic Greek, University of Chicago; Member, American Standard Bible Revision Committee (Au., *The Apocrypha, An American Translation; The Story of the Apocrypha*).

The Bible: New Testament

FREDERICK C. GRANT, Professor of Biblical Theology, Union Theological Seminary; Member, American Standard Bible Revision Committee (Au., *The Growth of the Gospels; The Earliest Gospel; The Economic Background of the Gospels*).

The Bible: Old Testament

JAMES MUILENBURG, Professor of Hebrew and Cognate Languages, Union Theological Seminary; Member, American Standard Bible Revision Committee.

Buddhism, Hinduism, Mohammedanism, and the Persian Religion

ROBERT E. HUME, Professor Emeritus of History of Religions, Union Theological Seminary (Au., *The World's Living Religions; Treasure House of the Living Religions*; translator, *Thirteen Principal Upanishads*).

Christian Theology

ALBERT C. KNUDSON, Dean Emeritus and Professor Emeritus of Systematic Theology, Boston University.

General Theology

A. EUSTACE HAYDON, Professor Emeritus of History of Religions (Chairman, Department of Comparative Religion), University of Chicago (Au., *Biography of the Gods; Man's Search for the Good Life; The Quest of the Ages*).

Greek Orthodox Church

REV. E. D. TSOUKALAS, Assistant Dean, Greek Orthodox Theological School.

Judaism

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ZOOLOGY

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Animal Embryology

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Ichthyology: Salt-water Food Fish

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Mammalogy: Anatomy and General Mammalogical Terms

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SELECTION OF ENTRIES AND DEFINITIONS: Irving Lorge

The intricate architecture of a dictionary rests on the basic blueprint of the entries that are defined, illustrated, explained, and clarified. The selection of the words, names, places for inclusion in a dictionary must consider how and why a person goes to a dictionary. He goes to find the meaning of words such as *aorist*, or the preferred spelling of words such as *enclose*, or the pronunciation of words such as *stupefacent*. He also goes to find the location of places such as *Pohat* or the significance of names such as *Marie Antoinette*. Such a list of possible uses of the dictionary may, of course, be extended and amplified.

A dictionary, therefore, must include within it those words, names, pronunciations, and other facts that the user is likely to need for meaning, spelling, pronunciation, significant fact, or location.

The primary consideration in the selection of entries, therefore, is the specification of words, places, names, and borrowings from other languages that should be included. A reasonable rule would be to include all words that are likely to be read. No one can quarrel with so sagacious a principle. The difficulty is how to put it into practice. If a tabulation were made of every word printed in every book, a master list could be prepared. Then the lexicographer would have a basis for selecting the words to be defined. No such master list exists. There are, however, word counts which have been made of samples of printed materials. The most recent word count is based on the tabulation of the frequency of occurrence of each different word in about twenty-five million running words of text. Such a count provides the listing of the words appearing most frequently in printed materials, i.e. in novels, essays, textbooks, monographs, pamphlets, magazines and in business and social letters. In this count¹ are listed the 30,000 words including names of places, people, and characters which were most frequently found.

Words such as *boycott*, *brummagem*, and *macadam* have been incorporated in the stock of English words although they were originally the names of people or places. The reader, however, will find many illustrations of the uses of names or places in factual or metaphorical reference. References to *Paul* or *Moses*, to *Confucius* or *Aristotle*, to *Robin Hood* or *Robinson Crusoe*, to *Galileo* or *Magellan*, to *Bach* or *Kant*, to *Lincoln* or *Roosevelt*, to *Ford* or *Edison*, to *Shaw* or *Wells*, or to *Balzac* or *Zola* need explanation just as much as do references to the words of the language. For names of these persons and characters as well as for the names of places, a dictionary should include significant material about the facts and achievements that will give the reference adequate meaning.

The lexicographer may be reasonably certain that all (or most) of the words in a list of the most frequent 30,000 words will occur in the reading of high school and college students and literate adults. Such a list, however, has defects: first, it cannot include the new words that are added to the stock of the language; second, it does not include the large technical vocabulary that is needed in the specialized study of the humanities, the social studies, and the sciences.

A list of the most frequently occurring words, therefore, must be supplemented by the judgment of specialists in all fields of practice and knowledge. The final list of entries, therefore, is based not only on such facts about word frequency as are available, but, more, on the judgment of hundreds of experts in all fields from astronomy

through zoölogy. All in all, more than 350 experts indicated what words, names, places should be defined or explained. Thus, words like *ant lion*, *Antofagasta*, *Antoinette*, *Antoninus*, *antonomastia*, *antre*, and *antrum* are added to *antlered*, *anvil*, *anxious*, and *any*. The master list for this dictionary included more than 200,000 basic entries.

When the list of entries was established, the next problem was the selection of senses to be defined. Most of the words that occur with great frequency are words used in many different senses. The word *point*, for instance, means a sharp end, an extremity, a period, a size of type, a location, a score, an electrical contact, a kind of lace, and many other things. Trained editors who specialized in recognizing the distinction among the meanings of words found that 1100 separate occurrences of the word *point* were used in 55 different senses. Other words were even more startling in the variety of senses: the editors distinguished 109 different meanings of the word *run*. The available knowledge about word frequency and the expert judgment of specialists is as essential in choosing the senses to be defined as in choosing the basic entry to be included. The variety of different senses of a homograph has been recognized by all who read or write. So far only one count of the frequency of the occurrence of different senses or meanings has been made. Professors Lorge and Thorndike, with the aid of a staff of 270 persons, counted the frequency of the occurrence of different meanings of a sample of about four and a half million words in context.²

This dictionary has utilized the semantic count to select the different senses of a homograph for definition. The word *style*, for instance, is given with eighteen different senses. These eighteen senses include those which were found and discriminated as different by the semanticists; to these senses were added those suggested by the experts in botany and zoölogy. Not only is the sense given by definition, it is also explained, elucidated and illustrated to help the reader to make the distinction. Thus, sense 13, *Old Style* or *New Style* is more than a definition; and sense 14 is pictured for clarity. The word *appeal* is another illustration of the multi-meaning character of common words. The dictionary distinguishes ten different senses which were recognized as different by semantic specialists. These distinctions of *appeal*, further, are clarified by the explanation of the synonyms of the word.

This dictionary, therefore, is based on the accumulated facts about which words are likely to occur in the reading and listening of high school and college students and of literate adults in general. To those words which have been found in the printed materials that people read has been added the scientific and technical vocabulary of business, art, and industry and of the humanities, the social studies, and the sciences. Moreover, the dictionary has combined the facts about the frequency of the occurrence of different meanings that were tabulated by scholars with the judgments of experts in choosing the senses of each word that were to be discriminated and clarified. As such, the dictionary utilizes the last forty years of scholarship in vocabulary selection and discrimination in the choice of senses of words to be defined, and in the selection of names of persons, places, and characters to be described or explained.

² Lorge, Irving. "The English Semantic Count," *Teachers College Record*, Vol. 39, 65-77: October, 1937.

¹ Thorndike, Edward L. and Lorge, Irving. *The Teacher's Word Book of 30,000 Words*, New York: Bureau of Publications, Teachers College, Columbia University, 1944, 274 + xii pp.

Lorge, Irving and Thorndike, Edward L. *A Semantic Count of English Words*, New York: The Institute of Educational Research, Teachers College, Columbia University, 1938. [Hectographed; approximately 1200 pages.]

PRONUNCIATION: W. Cabell Greet

Correct pronunciation is one of the many kinds of information that Americans expect to find in their dictionaries. If we may judge from the usual absence of pronunciation in general encyclopedias and technical handbooks, pronunciation may be the distinguishing mark of the American or encyclopedic dictionary. This statement is extravagant and humorous, but whatever else we may find in our dictionaries—and over the years they have approached encyclopedias in breadth of learning—we are certain to find pronunciation; whereas in other reference books and indexes of particular fields of knowledge pronunciation is ordinarily excluded. Their compilers have dedicated themselves to assisting the practitioners, the writers, and the printers of the science or art: meaning and spelling take all their care, as if we were still living in a world where mass communication was entirely a matter of the printing press without radio and phonograph. But the American dictionary! How often have hard-pressed broadcasters blessed the happy result of our "dictionary wars" of the last century. The competing dictionaries have got larger and larger. Everything with a name—and everything known has a name—animal, vegetable, mineral, personal, geographical, supernatural—is more likely than not to appear in an American dictionary, and there it is pronounced. This practice has been justified, for in our time the spoken word, as in the classical past of Greece and Rome and Elizabethan England, has become quite as important as the written word. Rhetoric, which once meant oratory, was used by our fathers and grandfathers to mean the rules of written composition. But the new rhetoric, of the printed page as well as of radio, is based more on the sounds and rhythms of speech than upon visual patterns. Pronunciation is important.

American spelling is phonetic. That is to say, the letters of our alphabet stand for sounds, and when they are arranged in certain patterns they "spell out" words for people who know how to "read English." But the phonetic principles of American spelling must provide for so many exceptions and the position of the accent is so uncertain, that when we are faced with a new word, or when we hear a strange pronunciation, we ask that the dictionary supplement the conventional spelling of English by marking the accents and indicating the sounds by unequivocal and independent letters and symbols.

The uncertainties of English spelling are due to the remarkable conservatism of the spelling tradition that accompanied an equally remarkable disposition to change in pronunciation. Many explanations have been suggested. Without doubt the unbroken length of the tradition is of the greatest importance. More than seven hundred years divide Orm, an orthographer of the twelfth century, and the spelling reformers who were backed by Andrew Carnegie and encouraged by Theodore Roosevelt. It is no wonder that old rules have survived, as is shown by the table of English spellings on page xi, where 44 sounds are represented by 251 spellings. There have been no social strains, internal or external, sufficient to break the scribal tradition of English. Sufficient changes were made to keep the spelling from chaos. The machine was tinkered with to keep it running. Good people are always fearful that language may become unintelligible, but that, as a matter of fact, is what never seems to happen so long as there are active speakers and writers. They may occasionally mislead one another, but a minimum degree of intelligibility sufficient to the pressing needs of society the users of a language always provide, no matter how careless they seem as pronouncers and spellers. And so, as there has always been an England—if so many centuries may pass muster for "always"—there will always be an England and the English language and its curious ways of spelling until disaster overtakes us, perhaps bringing in its wake orthographic improvements. The new American scene was able to simplify pounds, shillings, and pence, but even in America the spelling tradition has been cultivated with loving and stubborn care.

In bold black type this dictionary presents the conventional spelling. In most instances this will suggest the pronunciation, but on the chance that the user may wish confirmation of his supposition or additional information, a pronunciation is added in a simple phonetic alphabet, auxiliary to the conventional spelling and subject always to the speech ways that are standard in the major regions. For instance, as in all American dictionaries, *r* after vowels is included in the phonetic respelling but without the expectation or desire that southern and northeastern Americans should change their pronunciation of words like *farther*. The symbol schwa (ə) is used for vowels, however spelled conventionally, which with lack of stress tend to lose their distinctive values and to merge, more or less, in a common centralized sound like the *a* of *about*

or the *i* of *sensible*. The symbol schwa is not a command to utter this undistinguished vowel where you fancy you pronounce one of more definite character. It is, however, a sign, placed by a sincere and conscientious staff of phoneticians, that the vowel of this syllable, when uttered in connected discourse, has less than the full values indicated by breve (˘) and macron (¯). Occasionally one is in doubt whether the reduced vowel is a kind of *uh*-sound or an enfeebled *ih*, *eh*, or *oh*. Such uncertainty is difficult to resolve because of many varieties of pronunciation and shifting stresses and because of the shortness and the lax quality of the sounds. But the symbol schwa (ə) may be taken as a sign supplementary to the spelling. It signifies that a vowel is reduced in strength, relaxed, and dulled to a degree that may vary with speakers and circumstances. It matters not whether one pronounces the word *added*, ad/ɪd or ad/ʊd (this transcription and the opinion are my own), but it is essential for intelligibility that the vowel of the last syllable be "reduced, relaxed, and dulled"; otherwise someone may think that *Ad* is dead. Particularly in these days of radio we must realize that unstressed and therefore reduced vowels are a respectable and essential element in the English language. No broadcaster is so tedious, annoying, and difficult to understand, as he who "overpronounces," stressing syllables and preserving vowels that are neglected in idiomatic and correct English speech.

Inferior teaching in the first grade has sometimes been responsible for a mistaken idea of correct English. The child points out, "Thee boy has ay pen— . . ." and hesitates. The teacher adds, "c i l spells 'sil'—pen'—sil'." By imitating other speakers the child learns to say "thuh bol' haz uh pen'sol," but an unfortunate experience of the schoolroom may persist in the erroneous notion that "correct English" is something artificial and apart. And in the past many dictionaries have willy-nilly encouraged the error by giving the pronunciation of a word when isolated, as in a list, instead of the pronunciation when it is joined with other words in discourse. The pronunciation of *a* as a single word is (ə), but as one of a group of words it is "uh." This simple illustration does not illustrate the complexity of the problem for the makers of dictionaries, because the user, having encountered a difficult word in a phrase, nevertheless looks it up in isolation. What pronunciation shall he be given, for instance, of *Roosevelt* or *government*? It is the practice of this dictionary to give a conservative pronunciation of the word per se, and to indicate by the use of schwa and by additional transcriptions, if necessary, some of the striking changes that may take place in speech. This middle course may grieve young radicals and old conservatives, but it is hoped that it will please the judicious.

The use of schwa and attention to actual speech make these pronunciations exceedingly practical as well as correct. But the symbols are not themselves sound nor are they convertible into sound except through the minds and the linguistic habits of individuals. The most efficient indication of pronunciation, in black on white, is the sound track of talking motion pictures. It is really a translation of sound into corresponding values of another medium, because the outlines or the shades of black on white can be reconverted into sound with a predetermined percentage of loss or error. It is possible, though it would be expensive, to construct a machine which would give you, on the pressing of keys in code, the pronunciation of each and every word of this dictionary in, if you wish, the voice of Mickey Mouse or Clark Gable or any other notable who might be willing to record the tens of thousands of words. The advantage would be a lifelike reproduction of sound. A disadvantage might be that the pronunciation would be personal and individual. A dictionary phonetic-transcription is after all general, not individual, abstract, not personal. Perhaps this is as it should be. The American people, like the British, have shown remarkable resistance to every movement towards establishing a dictatorship of speech. Pronunciations and voices may wax and wane in popular acceptance.

In selecting pronunciations, the staff of the American College Dictionary have exercised due care under the circumstances. As I have elsewhere described the procedure, "Without seeking to impair any citizen's right to be his own professor of English, we look for what is national, contemporary, and reputable." This is our standard of correctness, and pronunciations which do not meet it are clearly labeled. The authority of a dictionary is based completely upon the actual speech and writing of the community of effective citizens, with admiration for those skilled in the arts and with respect for those who do but save the nation.