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THE SCRIBNER-BANTAM ENGLISH DICTIONARY

EDWIN B. WILLIAMS
GENERAL EDITOR

FOREWORD TO THE REVISED EDITION

THE SCRIBNER-BANTAM ENGLISH DICTIONARY is the latest addition to Bantam's series of original dictionaries. The editors, under the guidance of the renowned lexicographer Edwin B. Williams, wanted to create a different kind of dictionary, a dictionary that is not only precise and up to date but that is written in good English. A teaching dictionary. The editors seem to have succeeded: When the dictionary was published two years ago, as a Scribner hardcover book under Bantam's license, it was praised widely for the clarity and beauty of its language.

The revised edition includes, again, many words and phrases that have never before appeared in an English dictionary, ranging from *meltdown* and *hahnium* (atomic number 105) to *gas-guzzler* and *nerd*, from *videocassette recorder* and *spacefaring* to *Native American* and *Zimbabwe-Rhodesia*. Such new entries, with other improvements, will further contribute to making THE SCRIBNER-BANTAM ENGLISH DICTIONARY the most useful portable guide to the English language today.

MARCUS H. JAFFE, *1979*

FROM THE FOREWORD TO THE FIRST EDITION

The definitions in this dictionary stick in one's mind because one understands them on first reading. They flow like the spoken answer of a teacher or expert who is practiced in the art of removing the questioner's doubt or ignorance. Dip into the book at random and see for yourself the skill with which even subtle or complex ideas have been made clear. . . .

THE SCRIBNER-BANTAM ENGLISH DICTIONARY contains numerous features which will enable the user to speak and write better. The style of the definitions is a writing lesson in itself, and it also demonstrates how American English at its best can combine lucidity and power. It is a joy to read—a claim that can rarely be made for a dictionary. One finds oneself browsing in its pages for the pleasure of good reading while acquiring knowledge of many kinds at the same time.

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A GUIDE TO THE DICTIONARY

by Walter D. Glanze

THE SCRIBNER-BANTAM ENGLISH DICTIONARY is easy to use. All the important information is right there with the word the reader is looking up. He or she is not expected to study the rules to understand the elements of an entry and their order. The reader can rely on common sense and the Dictionary's consistency not only to see how a word is spelled, how it is pronounced, and what it means, but also to understand its hyphenation, its origin, its various forms, its use in phrases, its synonyms.

And yet this Dictionary can be used more effectively and can be more enjoyed by the reader who is thoroughly familiar with its many features and the editorial principles behind them. Studying this guide will be worth the effort.

This is not a lexicographical treatise. Some of the subjects are a little more technical than others, but the language remains simple and direct.

This guide is divided into the following sections and paragraphs.

8a

1. BASIC RULES

1.1 Order. The principal elements of an entry follow a strict order:

> main entry
> pronunciation
> etymology
> part-of-speech labels
> irregular inflections
> definitions
> run-on entries
> synonyms

Example:

> **think** /think'/ [OE *thencan*] *v* (**thought**) *vi* **1** to meditate, ponder; reason; **2** to have an opinion or judgment... || *vt* **7** to form in the mind...**14 think up** to devise by thinking || **think'er** *n* || SYN conceive, meditate, believe...

1.2 Main Entry. The main entry and its spelling variants are set in boldface. Orthographic division is shown by raised dots or, if no complete pronunciation is given, by heavy and light accent marks. Homographs are followed by raised numbers. See section 3, page 11a.

1.3 Pronunciation. Pronunciation is shown between slant lines, with heavy and light accent marks. See section 5, page 14a.

1.4 Etymology. Etymology is given in brackets; the etymon is set in italics, the translation in roman type. Reference to other main entries for etymological information is made through words in boldface or italics. See section 6, page 17a.

1.5 Part-of-Speech Labels. Part-of-speech labels are set in italics. The first label comes after the etymology. Labels that mark changes in part of speech or changes in the function of verbs are preceded by parallels. See section 7, page 19a.

1.6 Irregular Inflections. Irregular inflections are shown in parentheses. Like main entries, they are set in boldface with orthographic division and can be followed by pronunciation. See section 8, page 22a.

1.7 Definitions. For order, subdivision, and idioms, see section 2. For changes in part of speech, see section 7, page 19a. For cross references, see section 10, page 26a. For subject and usage labels and other information on usage, see section 11, page 28a.

1.8 Run-On Entries. Run-on entries (namely, undefined derivatives) are preceded by parallels. Like main entries, they are set in boldface with orthographic division and are followed by part-of-speech labels; also, they can be followed by pronunciation and irregular inflections (which, in turn, have boldface type, division, and sometimes pronunciation). See section 9, page 25a.

1.9 Synonyms. Synonyms, discrimination of synonyms, and antonyms are introduced by the abbreviations SYN, DISCR, and ANT in small capital letters, and each of these abbreviations is preceded by parallels. Part-of-speech labels can follow the abbreviations SYN and ANT. Main entries referred to under SYN and ANT are set in italics and in parentheses. See section 12, page 30a.

1.10 Truncation. Truncated (shortened) forms instead of the full forms are often used for irregular inflections, entry variants, pronunciation, and etymologies. In these cases the full form is evident from closely preceding information or from other entries where the full form or its component parts are listed:

> **sim'pli·fy'**...(**-fied**)...
> **phy·lum** /fīl'əm/... (**-la** /-lə/)...
> **ec·o·log·ic** (**-i·cal**)...
> **stat'u·esque'** /-esk'/...
> **tear'drop'** /tir'-/...
> **Hi·a·wath·a** /hī'əwô'thə, -wä'-/...
> **life** /līf/...(**lives** /-vz/)...
> **sleight' of hand'** /slīt'/...
> **per·ma·nent**...[L *permanens* (**-entis**)]...

2. SENSE DIVISION AND IDIOMS

2.1 Numbers and Letters. When an entry has more than one sense, the senses are numbered throughout the entry regardless of changes in part of speech and other variations. Numbered senses can be further divided by small letters. Numbers and letters are in boldface type, and the senses and subsenses they mark are separated by semicolons:

> **crea·ture**...*n* **1** anything created; **2** living being; **3** one who is the tool or agent of another
> **ac·id**...*adj* **3** sharp, biting, or sour in taste, manner, mood, or nature; **4 a** of, pert. to, or yielding acid; **b** containing an excessive amount of acid; **5** *geol* having much silica...

The subdividing letters are placed after an idiom, with a comma before **a**:

> **time**...28 **in time, a** eventually; **b** not late; **c** in the correct tempo; **29 keep time, a** to record the passing time, as a clock; **b** to fill waiting time with some activity...

2.1.1 The subdividing letters are occasionally placed within a sense:

> **or·a·cle**...*n* 1 in ancient Greece, **a** reply, often ambiguous, of a god...; **b** agency transmitting such replies; **c** place where they were given...
> **an·nex**...*n* 4 something annexed, as **a** an auxiliary building or **b** a section added to a document

2.1.2 Closely related meanings within a sense or subsense are separated by semicolons; and meanings that are almost synonymous are separated by commas:

> **tar·ry**[1]...*vi* 1 to stay in a place for a time; to delay, linger; **2** to wait

2.1.3 The most important sense dividers are the parallels, which indicate changes in part of speech and function of verb. See section 7.

As mentioned in 1.8 and 1.9, parallels also mark run-on entries, synonyms, discriminations of snyonyms, and antonyms. See sections 9 and 12.

2.1.4 Summary of sense dividers, in descending importance: Parallels; boldface numbers, boldface letters; semicolons, commas.

2.1.5 Reference from one entry to a numbered sense of another entry is explained in 10.1.6.

2.2 Position of Subject and Usage Labels. Subject and usage labels are set in italics (11.2, 11.3). Their position indicates which definitions they apply to.

(a) If the label stands before **1**, it applies to all the senses of the entry:

> **Ju·dah**...*n Bib* 1 a son of...; **2** one of the 12 tribes...; **3** Hebrew kingdom...
> **ain't**...*substandard* 1 am not, is not, or are not; **2** have not or has not
> **Tri·as·sic**...*geol adj* 1 designating or pert. to a period of the Mesozoic era... ‖ *n* **2** the Triassic period

(b) If the label stands after a number, it applies to all that follows up to the next number (or parallels):

> **neu·ter**...*adj* 1 *gram* pert. to the gender which is neither masculine nor feminine; **2** *entom* without

fully developed reproductive organs in adult life; **3** castrated; sterile; **4** *bot* sexless, having neither pistils nor stamens; **5** taking no sides; neutral...

> **crunch**...*n*...3 *colloq* **a** financial stress and strain; **b** stress and strain of any kind ‖...

(c) If the label stands after a letter, it applies to all that follows up to the next letter or the next number (or parallels):

> **wrap**...*vt*...5 **wrap up, a** to wrap something; **b** *colloq* to conclude, finish; **c** *slang* to damage by collision ‖...

2.2.1 The rules of (b) and (c) apply also to run-on entries. See section 9.

2.3 Order of Senses. In general, the senses are arranged according to the frequency of their use. Thus, any part of speech or function of verb can precede or follow the others, and each one begins with its most important sense.

2.3.1 Labeled senses can precede or follow nonlabeled senses, as in **neuter** in 2.2b.

2.3.2 Within each part of speech or function of verb, senses with changes in inflection or changes in capitalization and use of the article (7.5, 7.6), are generally placed after the other senses but always before the idioms (as before the idiom **by the numbers**, below). Senses with changes in inflection (as **numbers**) precede senses with changes in capitalization or use of the article (as **the numbers**):

> **num·ber**...*n*...10 *gram* category of certain word classes (principally nouns in English) which indicates whether one or more than one are referred to; **11 numbers** *pl* a considerable amount; **b** *obs* arithmetic; **12 the numbers** numbers game; **13 by the numbers, a** in unison to... ‖ *vt* **16** to ascertain the number of...

2.4 Order of Idioms. Certain groups of words have a collective meaning that is not immediately clear because it is more than the sum of the meanings of the individual words, as **give the shaft to** in the sense of to betray or to sell out. There are other commonly used groups of words whose meaning is more obvious, as **taste of** and **take off**. In this guide both categories of phrases are referred to as idioms.

2.4.1 An idiom is generally listed under its most significant word. For example, **give the shaft to** appears under **shaft**, not under **give**. Some idioms are listed twice: **with might and main** appears under **might** and again under **main.**

2.4.2 Idioms are set in boldface. They are listed in alphabetical order within a part of speech or function of verb and are placed after the other senses, with continuing sense numbers:

> **do¹**...*v*...*vt*...**8** to swindle; **9** to serve (a term of imprisonment); **10 do in** *slang* **a** to kill; **b** to ruin; **11 do out of** *slang* to cheat out of; **12 do time** *colloq* to serve a prison term; **13 do up** *colloq* **a** to wrap up; **b** to fix (the hair); **c** to clothe ‖ *vi* **14** to act, conduct oneself; **15** to fare; **16** to suffice; answer the purpose; **17 do away with, a** to put an end to; **b** to kill; **18 do or die** to extend oneself to the utmost; **19 do with** to require, make use of; **20 do without** to forgo: be able to dispense with; **21 have to do with** to have a connection with; **22 make do** to get along with whatever is available ‖ *v aux*...

An idiom can be a complete sentence:

> **size²**...*n*...**3 that's about the size of it** *colloq* that is the actual fact of the matter...

2.4.3 An idiom is not given under the part of speech in which it would function as a unit in a sentence, but under the part of speech that the entry word has in the idiom. For example, in

> **head**...*n*...**18 come to a head** to reach a crisis...‖ *vt*...**35 head off** to intercept, get in front of ‖ *vi*...

come to a head appears with nouns, not verbs, because **head** is used as a noun in this idiom, whereas **head off** appears with verbs because **head** is used as a verb in this idiom. (Both idioms have verb functions when used in a sentence.) In the example

> **know**...*v*...*vt*...‖ *vi*...‖ *n* **8 in the know** *colloq* having knowledge of a particular situation

in the know appears under *n*, not *v*, because **know** is used as a noun in this idiom.

2.4.4 A phrase like **taste of,** consisting of a verb plus a preposition, is used with an object ("This wine tastes of vinegar") and therefore this phrase as a whole is transitive; but the verb **taste** itself is intransitive here. (See also 7.3.2.) Consequently, such phrases are entered under intransitive verbs:

> **taste**...*vt*...‖ *vi*...**7 taste of, a** to eat or drink a little of; **b** to smack of...

2.4.5 Phrases consisting of a verb plus an adverb (or a verb plus a preposition used as an adverb) can be transitive or intransitive. For example, the phrase **take off** is transitive in the sentence "She took off her gloves" because it has an object, "her gloves," but the same phrase is intransitive in the sentence "The airplane took off" because here it does not have an object. Accordingly, **take off** is listed twice, as is **make up** in the second example:

> **take**...*vt*...**49 take off, a** to remove; **b** to deduct; **c** *colloq* to burlesque...‖ *vi*...**59 take off, a** *colloq* to depart; **b** to leave the ground, as an airplane...
>
> **make**...*vt*...**28 make up, a** to put together; constitute; **b** to invent; **c** to arrange; **d** to repeat (a course one has failed in or an exam one has missed) ‖ *vi*...**39 make up, a** to become reconciled; **b** to dress in costume and put on make-up for a part in a play; **c** to apply make-up...

Therefore, if such a phrase or a particular sense of such a phrase cannot be found under one function of verb, the reader should look under another function of verb in the same entry.

2.4.6 Compound nouns, namely, combinations of two or more nouns or of an adjective and a noun, such as **sky marshal** or **absolute zero,** are listed as main entries, along with other types of spaced and hyphenated compounds. See 3.4.

3. THE MAIN ENTRY

3.1 Alphabetical Order. All main entries are in one alphabetical list: General vocabulary, parts of words, abbreviations, foreign words and phrases, proper names, etc.

3.1.1 All main entries are alphabetized letter by letter, without regard to the spaces between words, as in the position of **ex libris:**

> **ex·it**...
> **ex li·bris**...
> **ex·o-** ...
> **ex'o·bi·ol'o·gy**...

> **o·paque**...
> **op' art'**...
> **op. cit.**...
> **OPEC**...

3.1.2 Saints and entries derived from saints' names are placed as follows:

> **A·qui·nas**..., **Saint Thomas**...
> **Je·rome, Saint**...
>
> **Saint' Ber·nard'**...**dog**...
> **Saint' Pat'rick's Day'**...
>
> **St.' Law'rence Riv'er**...
> **St.' Paul'**...capital of Minnesota...

3.2 Forms of Main Entries. The main entry and its spelling variants are set in boldface. Orthographic division is shown by raised dots or, if no complete pronunciation is given, by heavy and light accent marks. The main entry has one of the following shapes.

(a) It can be a word or a solid compound:

> stu·dent...
> ex′o·bi·ol′o·gy...
> count′down′...

(b) It can be a hyphenated or spaced compound (3.4):

> see′-through′...
> black′ hole′...
> no′-fault in·sur′ance...
> straight′ from the shoul′der...

(c) It can be a combining form (3.5):

> pre-...*pref*...
> -tion...*n suf*...
> ster·e·o-...*comb form*...
> -to-be...*adj comb form*...

(d) It can be an abbreviation (5.7.4, 7.7.3, 10.1.5):

> kHz...
> V A T...

3.2.1 For special entries, such as chemical elements and compounds, animals and plants, and proper names, see section 13.

3.2.2 For spelling variants of main entries and cross reference between main entries, see section 10.

3.3 Homographs. Homographs are words that are identical in spelling but different in origin, meaning, and/or pronunciation. They are listed as separate main entries and are followed by raised numbers:

> tear¹ /ter′/ [OE *teran*]...*vt* 1 to pull apart by force, rend...
> tear² /tir′/ [OE] *n* 1 small drop of watery liquid secreted by...

3.3.1 If homographs are also homophones, that is, if they are spelled and pronounced alike, the pronunciation is given for the first entry only:

> flag¹ /flag′/ [15th-cent. Eng perh imit of flapping sound] *n* 1 piece of light cloth, bearing a...
> flag² [prob < OF *flac* < L *flaccus* flabby]...*vi* 1 to hang loose; 2 to become languid...
> flag³ [ME *flagge*] *n* any of various plants having...
> flag⁴ [ON *flaga*] *n* flagstone

As the accentuation, too, is identical for these entries, no accent marks are given after the first entry:

> se·crete¹ /sikrēt′/ [< *secret*] *vt* to hide or conceal...
> se·crete² [L *secernere* (*secretus*) to discern] *vt* to separate or elaborate from blood or sap and make into a new substance...
> sa′vor·y¹ *adj* pleasing to taste or smell; palatable
> sa·vor·y² [ME *saverey*] *n* (-ies) fragrant herb...

3.3.2 Homographs are referred to from other main entries by their number:

> borne /bôrn′, bōrn′/ *pp* of bear²
> bear² [OE *beran*] *v* (bore; borne) *vt*...

If no number is shown, the reference applies to all homographs of the sequence:

> mould /mōld′/ *n, vt,* & *vi* var of mold
> mold¹ /mōld′/ [OE *molde* dust] *n* fine soft soil...
> mold² [< OF *modle* < L *modulus* measure] *n* 1 hollow form...‖ *vt*...
> mold³ [ME *mowlde*] *n* 1 any of many fungi which...‖ *vt* 3 to cover with mold ‖ *vi* 4 to become covered with mold

3.4 Spaced and Hyphenated Compounds. Spaced compounds (as **street name**) and hyphenated compounds (as **air-to-air**) are listed as main entries. Most of them consist of words that have a special meaning when used together:

> street′ name′ *n* stockbroker who holds a customer's securities in his own name...
> air′-to-air′ *adj* & *adv* from one aircraft in flight to another

3.4.1 When the individual words are listed elsewhere as main entries, compound entries are not given with pronunciation. But they are always syllabified by raised dots or accent marks (5.7).

3.4.2 All compound entries are followed by part-of-speech labels.

3.4.3 Compounds can be main entries or run-on entries, usually with different hyphenation (9.4):

> straight′ from the shoul′der *adv* directly, without evasion ‖ straight′-from-the-shoul′der *adj*

3.5 Combining Forms. Many main entries begin or end with a hyphen. They are combining forms, used to form solid or hyphenated compounds.

3.5.1 Combining forms are either initial, as

up- *comb form* up, as *uplands*

pre- [L *prae-*] *pref* before in place, time, or standing

or final, as

-man /-mən, -man'/ *comb form* **1** member of a specified nation; **2** one doing a specified kind of work

-n't *comb form* not

-ard /-ərd/ also **-art** /-ərt/ [OF < Gmc] *suf* used to form nouns denoting one with an excess of a quality, usu. pejorative, as *drunkard, braggart*

Certain initial combining forms are labeled *pref* (prefix), and certain final combining forms are labeled *suf* (suffix). There are no objective criteria for making these distinctions. However, the labeling of certain combining forms as prefixes and suffixes is an established practice, which this Dictionary follows.

3.5.2 Many final combining forms, including most that are labeled *suf*, are given with part-of-speech labels. While these combining forms themselves are not parts of speech, the label indicates the part of speech of the compound word in which these forms can be used:

-gen /-jən, also -jen'/ [Gk *genes* born] *n comb form* producing, as *oxygen*

-a·tive /-ətĭv/ [L *-ativus*] *adj suf* pert. to, as *decorative*

3.5.3 Combining forms can have most of the features of other entries, as syllabification, spelling variants, pronunciation, etymology, part-of-speech labels, subdivided senses, run-on entries:

-vore /-vôr', -vōr'/ [L *-vorus*] *n comb form* eating, as *carnivore* ‖ **-v·o·rous** /-v(ə)rəs/ *adj comb form*, as *carnivorous*

3.5.4 Compounds in which combining forms are used are either solid or hyphenated. The labels *pref* and *suf* indicate that these forms are added without a hyphen, as the prefix **re-** in **recall**. Whether a form labeled *comb form* is to be added with or without a hyphen can usually be seen (i) from the examples given in the entry itself, as in

-l·o·gy /-ləjē/ [Gk *-logia*] *comb form* **1** science, doctrine, theory, as *zoology;* **2** kind of speaking or writing, as *phraseology*

-sized' *comb form* having a specified size, as *large-sized*

or (ii) from the entries that follow and in which the form is used, as in these two successive entries:

bio- [Gk *bios*] *comb form* life

bi'o·chem'is·try /bī'ō-/ *n* chemistry of living organisms...

3.5.5 The main role of combining forms in this Dictionary is (i) to lead to the meaning of undefined words in which they appear elsewhere, mainly in run-on entries (9.2), (ii) to furnish the missing portions of phonetic transcriptions (1.10, 5.7), and (iii) to lead to the meaning of many words not listed in this Dictionary or, in many cases, in any other dictionary (3.5.6).

3.5.6 The common-sense use of combining forms makes it possible to understand thousands of words that are not in this Dictionary by recognizing their component parts. Such terms are usually of technical nature and often of very recent origin.

For example, it is not difficult to determine the meaning of **xylophagous** as "wood-eating," from the entries **xylo-**, "wood," and **-phagous**, "eating"; or the meaning of **otoscope** as an instrument for the inspection of the ear, from the entries **oto-**, "ear," and **-scope**, "instrument for observing." (There are obvious limits. The complex meaning of a chemical term like **xylose** cannot be fully understood from the meanings of its components, **xylo-**, "wood," and **-ose²**, "carbohydrate or sugar.")

3.5.7 This Dictionary does not include lists of undefined words beginning with such combining forms as **dis-**, **in-**, **multi-**, **non-**, **out-**, **over-**, **re-**, **un-**, and **under-**, and thereby saves valuable space for complete words and for combining forms that are defined.

3.6 Entry Words That Have Meaning Only in a Phrase. Certain main entries have meaning only in a phrase and are therefore defined in a phrase:

whit...[OE *wiht* thing, creature] *n* **not a whit** not the least bit

ca·boo·dle...*n* **the whole caboodle** *slang* the lot of them

smart'en *vt* **smarten up, 1** to make stylish or spruce; **2** to make more knowledgeable; **3** to make brisker, as a pace ‖ also *vi*

3.6.1 The same treatment is given to main entries that do have a common meaning but that are entered in this Dictionary only because of their use in a phrase:

door'nail' *n* **dead as a doornail** dead beyond the shadow of a doubt

silver' spoon' *n* **born with a silver spoon in one's mouth** born into wealth

3.6.2 Also modal auxiliaries are entries that have meaning only in a phrase. For their different treatment see 8.4.

4. SYLLABIFICATION

4.1 Syllable Markers. Main entries, run-on entries, and their spelling variants and irregular inflections are divided into orthographic syllables. The division is shown (i) by raised dots if the entry is followed by complete phonetic transcription, as in

> **po·lit·i·cal** /pəlit′ikəl/ . . .

or (ii) by light and heavy accent marks (and raised dots) if the phonetic transcription is not given or is given in truncated form (5.4.2), as in

> **hu′man·ize′** . . .
> **land′scape′** /-skāp′/ . . .

or (iii) by a hyphen at the end of a printed line.

The end-of-line hyphen replaces the raised dot or is put after the accent mark. See the entry **admire**.

4.1.1 When a word is repeated in an entry, syllabification is not shown again if it is unchanged; for example, in idioms (2.4), plurals of spaced compounds (8.2.2i), senses with changes in inflection (7.5) or changes in capitalization and in use of the article (7.6):

> **clo·ver** . . . **3 in clover** . . .
> **pur·su′ant** *adj & adv* **pursuant to** . . .
> **ac·count′ pay′a·ble** . . . *n* (**accounts payable**) . . .
> **lin·guis′tic** . . . *adj* . . . ‖ *n* **3 linguistics** *sg* . . .
> **Eng·lish** . . . *adj* . . . ‖ *n* **3** often **english** *billiards* . . .
> **op′po·si′tion** . . . *n* . . . **4 the opposition** . . .

4.2 Syllabification and Pronunciation. The orthographic division in this Dictionary follows the usual practice of American editors and printers, which is generally the practice adopted by English printers in the eighteenth century. While these principles are partly determined by speech, they have no scientific foundation. They are, however, a necessary and useful convention for breaking words at the end of lines.

In this Dictionary the breaks in the phonetic transcription do not follow this orthographic convention but are based on the realities of the spoken language. See 5.5.2.

4.3 End-of-Line Breaks. A raised dot or an accent mark shows where the writer or printer may put a hyphen at the end of a line. However, there are cases where a word should not be so divided although a syllable division may be shown in the dictionary for the sake of consistent syllabification:

4.3.1 A word should not be divided where a single initial letter or a single final letter would be put on a separate line. For example, **a·live** and **cit·y** should not be divided.

4.3.2 Common sense should prevent, where possible, any break that results in misleading grouping of letters or that is odd to the eye, as **side-real** and **non-agenarian** or **nonage-narian**. Better breaks for these examples are **si-dereal, sidere-al; nona-genarian, nona-genar-ian, nonagenari-an.**

4.3.3 The ending **-ed** must not be put on a separate line if the **e** of the ending is not pronounced, that is, if the ending is not preceded by **d** or **t**, as in **matched** or **paged**. The unpronounced ending is not a syllable and is therefore not set off by a raised dot or accent mark in this Dictionary. If the **e** is pronounced, **-ed** is shown as a syllable and may be separated, as in **wait-ed**. See 8.3.1.

4.4 Attachment of Truncated Forms. One of the functions of a raised dot or an accent mark is to indicate the point where the final syllable is to be detached so that the truncated syllable or syllables of variants and irregular inflections can be added (1.10):

> **ec·o·log·ic** (**-i·cal**) . . . *adj* . . .
> **so·ci·e·ty** . . . *n* . . . (**-ties**) . . .
> **star·ry** *adj* (**-ri·er; -ri·est**) . . .

The hyphen can have the same function for final components:

> **ad′-lib′** *v* (**-libbed; -lib·bing**) *vt & vi* . . .

5. PRONUNCIATION

5.1 Location. Phonetic transcription is shown between slant lines. It follows immediately the word that is transcribed. It can also occur by itself, after parallels, to indicate change in pronunciation for a new part of speech. See 7.4.1.

5.1.1 The symbols of the PRONUNCIATION KEY on page 33a apply only to the phonetic transcription. Where they occur as letters of the alphabet outside the slant lines, they are not meant to indicate pronunciation, as in the spelling of foreign words that may appear in boldface entries, etymologies, or definitions.

5.2 English Words. The phonetic symbols used in the transcription of English words are explained in section 1 of the PRONUNCIATION KEY.

5.2.1 The phonetic system of this Dictionary (developed by Dr. Stavrou) is simplified but precise. The common spellings of English sounds, more than 250, are rendered with only 42 symbols.

5.2.2 These symbols are phonemic, that is, each symbol stands for only one sound, and each sound is shown by only one symbol (with certain sound clusters treated as a single sound).

5.2.3 The symbols are easy to understand. Most are ordinary letters of the English alphabet with their ordinary sounds. Some are combinations of such letters: /ch/ as in **much**, /oi/ as in **boy**, /o͝o/ as in **good**, /o͞o/ as in **do**, /ou/ as in **sound**, /sh/ as in **shoe**, /zh/ as in **measure**, and /th/ as in **truth** and /*th*/ as in **this**. Some are single letters that are slightly changed: /ä/ as in **father**, /ā/ as in **say**, /ī/ as in **time**, /ô/ as in **warm**, /ō/ as in **know**, /ē/ as in **she**, /e̱/ as the **y** in **shiny**, and /i/ as the **e** in **ragged**. Only two symbols were taken from the International Phonetic Alphabet: /ə/ as the first **e** in **perceive** or the **ou** in **curious**, and /ŋ/ as the **ng** in **king**.

5.2.4 Each symbol is defined in the PRONUNCIATION KEY through a group of common words whose pronunciation is assumed to be known to the reader.

5.3 Foreign Words. Section 2 of the PRONUNCIATION KEY explains five symbols for foreign sounds: /kh/, /*kh*/, /œ/, /Y/, and /N/. These symbols are used in the approximate transcription of foreign words and phrases that are not fully Anglicized.

5.4 Stress and Accent Marks. Most English words have a heavy stress on one syllable and many have in addition one or more light stresses on other syllabes. The heavy stress is shown by this accent mark ′, called primary, and the lighter stress is shown by this accent mark ′, called secondary.

5.4.1 The accent marks are placed after the stressed syllables.

5.4.2 They are given either in the phonetic transcription, as in

na·ture /nāch′ər/ . . .
as·tro·naut /as′trənôt′/ . . .

or in the spelling of an entry word if phonetic transcription is not shown or is shown incompletely, as in

Wa′ter·gate′ . . .
stat′u·esque′ /-esk′/ . . .
sleight′ of hand′ /slīt′/ . . .

5.4.3 A light stress is generally shown on full vowels (that is, all vowels except /ē/, /ə/, and, usually, /i/) if they are at least two syllables away from the primary accent, as in

ox′i·dize′ . . .
in′ter·state′ . . .
un′der·stand′ . . .
po·si′tion pa′per . . .
vid′e·o tape′ . . .

If a full vowel is adjacent to a primary accent, the light stress is not shown, as in

ox·ide /oks′īd/ . . .
in·tes·tate /intes′tāt/ . . .
fix·a′tion . . .
mal·prac′tice . . .
U·NES·CO /yo͞ones′kō/ . . .

except that it is generally shown when it belongs to a separate word, as in

soft′ware′ . . .
north′east′ . . .
tape′ deck′ . . .
cloud′ seed′ing . . .
un·called′-for′ . . .

5.4.4 The heavy stress is generally shown for words of one syllable:

book /bo͝ok′/ . . .
smashed′ . . .

There are only a few words of one syllable that normally do not have any stress (but see homographs, 3.3.1):

and /and, ənd, ən/ . . .

5.5 Syllabic Breaks. The phonetic transcription in this Dictionary is not syllabified.

5.5.1 However, breaks are made throughout for purposes other than syllabification:

(a) To insert an accent mark (5.4).

(b) To insert a raised dot to show that two vowels are pronounced separately:

hi·a·tus /hī·āt′əs/ . . .

(c) To insert a raised dot to show that certain groups of consonants do not stand for a single sound:

ex·hale /eks·hāl′/ . . .

(d) To divide the transcription at the end of a printed line in places where it would not be broken by an accent mark or a raised dot, as in the entry **encyclopedia.**

(e) To follow, usually, the word spacing of spaced and hyphenated compounds:

San·ta Claus /sant′ə klôz′/ . . .
sa·voir-faire /sav′wär fer′/ . . .

At the end of a printed line the raised dot is replaced by a hyphen (4.1).

5.5.2 When the transcription has to be broken in any of the foregoing cases,

this Dictionary makes an attempt at giving the breaks the way they occur in spoken English, not blindly following the convention of orthographic division (see 4.2):

> **cam·pus** /kamp′əs/ (not /kam′-pəs/)
> **ban·tam** /bant′əm/ (not /ban′təm/)
> **ran·som** /rans′əm/ (not /ran′səm/)
> **fil·ter** /filt′ər/ (not /fil′tər/)
> **ra·zor** /rāz′ər/ (not /rā′zər/)
> **ca·ter** /kāt′ər/ (not /kā′tər/)

(In the transcriptions in parentheses, /p/, /s/, /t/, and /z/ are on the wrong side of the phonological syllable.)

Many cases of phonetic transcription do agree with the orthographic division:

> **bail·iff** /bāl′if/ ...

(The phonetic break is usually made after, not before, a consonant that is preceded by (i) a vowel marked with a macron, or long mark, as in **bail′iff** /bāl′if/, (ii) a diphthong, as in **loi·ter** /loit′ər/ or **Boi·se** /boiz′ē/, and (iii) certain consonant groups, as in **bois·te·rous** /boist′ərəs/, not /boi′stərəs/.)

In certain cases, as in words with double consonants, it is obvious that the phonetic transcription cannot agree with the orthographic division:

> **mar·riage** /mar′ij/ ...

5.5.3 When no break is necessary for any of the purposes of 5.5.1, no syllabification is made in the phonetic transcription. See, for example, the first part of **pronunciation** and the last part of **coordinate** in 5.5.1b, or

> **ma·rine** /mərēn′/ ...
> **se·date** /sidāt′/ ...

5.6 Alternate Pronunciation. Transcription of alternate pronunciation can be (i) separated by commas, as in

> **source** /sôrs′, sōrs′/ ...
> **bless·ed** /bles′id, blest′/ ...
> **e·ra** /ir′ə, ēr′ə, er′ə/ ...

or (ii) indicated by additions in parentheses, as in

> **sep·a·ra·ble** /sep′(ə)rəbəl/ ...
> **ant·arc·tic** /antär(k)′tik/ ...

or (iii) given for one of the words of an entry, as in

> **al·ma ma·ter** /al′mə māt′ər, mät′-ər/ ...

The transcription is often truncated (see 5.7, 1.10):

> **as·per·sion** /əspur′zhən, -shən/ ...
> **Hai′ti·an** /-ē̱-ən, -shən/ ...

Alternate pronunciation often occurs with alternate stress, as in

> **as·say** /əsā′, as′ā/ ...

and in some cases there is a change in stress only, as in

> **ai·grette** /āgret′, āg′-/ ...

5.6.1 The order in which alternate pronunciation is given is not meant to correspond to any order of frequency or preference. However, restricted use can be indicated by a label or an explanation (section 11). The restriction can be (i) to a field or subject, as in

> **miz′zen·mast′** /-mast′, -mäst′, *naut* -məst/ ...

or (ii) to a region, as in

> **lab·o·ra·to·ry** /lab′(ə)rətô′ē̱, -tor′-, or *Brit* ləbôr′ətrē̱/ ...

or (iii) to the position or use in a sentence or phrase, as in

> **the** /*thē̱*′, *th*ə (before a consonant), or *th*ē̱ (before a vowel)/ ...
> **a** /ə; when stressed: ā′/ ...

5.7 Truncated and Omitted Pronunciation. See 1.10 for explanation and examples of truncated phonetic transcription. Another example, with extreme truncation, is

> **an′o·dize′** /-ə-/ ...

for which the missing information can be found in the preceding entry

> **an·ode** /an′ōd/ ...

and in the entry of the suffix

> **-ize** /-īz′/ ...

5.7.1 The phonetic transcription is often omitted entirely. For these entries, too, the pronunciation can be determined from preceding entries or from the component parts. The pronunciation of the entry

> **Wa′ter·gate′** ...

is evident from the pronunciation of the words **water** and **gate**. The pronunciation of the entry

> **ex′o·bi·ol′o·gy** ...

is evident from the pronunciation of the combining form **exo-** and the word **biology**. The pronunciation of the entry

> **bi′o·feed′back** ...

is evident from the combining form **bio-** (whose pronunciation is shown with the first entry in which it is used, **biochemistry**) and the words **feed** and **back**. The pronunciation of the entry

> **su′per·con′duc·tiv′i·ty** ...

is evident from the pronunciation of the prefix **super-**, the word **conduct**, and the suffixes **-ive** and **-ity**. The pronunciation of the entry

> **bak′er** ...

is evident from the pronunciation of the word **bake** and the suffix **-er**[1].

5.7.2 Entries are given with accent marks whenever the phonetic transcription is truncated or omitted. See 5.4.2.

5.7.3 Words ending in **-ism** that have three or more syllables and are stressed on the third syllable from the end have a secondary stress on **-ism**. If they are followed by phonetic transcription, both accents are shown:

    com·mu·nism /kom′yəniz′əm/...

If these words are not followed by phonetic transcription, only the primary accent is shown, in the spelling of the word, but the secondary accent is understood. For example, the entry

    con·sum′er·ism...

is pronounced /kəns(y)ōōm′əriz′əm/ according to the pronunciation of the word **consume** and the suffixes **-er** and **-ism** /iz′əm/.

5.7.4 Abbreviations are usually listed without pronunciation. Some are pronounced as though they were the full form they refer to; for example, **Hz** is commonly read with the pronunciation that is given for **hertz,** and **et seq.** can be read as it is given in the etymology, *et sequens, et sequentes,* or *et sequentia.* Some abbreviations, called letterwords, are read letter by letter, as **FBI** and **P.L.O.** Others, called acro-

nyms, are firmly established as full-fledged words and are listed with phonetic transcription (and part-of-speech label, see 7.7.3):

    U·NES·CO /yōōnes′kō/ *n* United Nations Educational, Scientific, and Cultural Organization
    LI·FO /līf′ō/ [*last-in, first-out*] *adj*...
    sna·fu /snaf′ōō, snafōō′/ [*situation normal all fouled up*] *n*...‖ *vt*...

5.8 Pronunciation Treated in Other Sections:

For the pronunciation of homographs, see 3.3.1.

For the pronunciation of changes in part of speech, see 7.4.1, 7.4.2.

For the pronunciation of plurals of nouns, see 8.2.1, 8.2.2j&k.

For the pronunciation of past tense and past participle, see 8.3.1, 8.3.2j.

For the pronunciation of the third person singular, see 8.3.3.

For the pronunciation of adjectives ending in **-ed,** see 8.5.3.

For the pronunciation of run-on entries, see 9.3.

6. ETYMOLOGY

6.1 General. Etymology deals with the origin and the history of words. It is given in brackets after the pronunciation or, if no pronunciation is shown, after the main entry:

    a·mong... [OE *on gemonge* in a crowd] *prep*...
    et·y·mon /et′imon′/ [Gk = true (meaning)] *n* (**-mons** or **-ma** /-mə/) word or word root from which other words are derived

In rare cases, separate etymologies are given for separate senses of an entry:

    al. 1 [L *alii*] other persons; **2** [L *alia*] other things

6.1.1 The etymon is set in italics; its translation is set in roman type. (Italics are also used for certain labels, as *pp,* and roman type is also used for language labels and other elements of etymologies.)

6.1.2 The translation of an etymon is not meant to be a definition of the main entry.

6.1.3 Cross reference to another main entry for etymological information is set in boldface:

    et·y·mol·o·gy...[see **etymon**] *n*...
    al·li·ance...[see **ally**] *n*...

    al·ly...[OF *alier* < L *alligare* to bind] *v*...

Reference to other main entries for additional etymological information can be indicated through the etymon:

    al·lied...[*pp* of *ally*] *adj*...
    stress...[*abbr* of *distress*] *n*...
    miss[2] [< *mistress*] *n*...
    al·ways...[*all* + *way*] *adv*...

6.1.4 No etymology is given for many compound entries whose individual words are listed elsewhere with etymologies; for example, the etymology of **antepenult** can be found under **ante-** and **penult,** also **pen-.** For many entries the etymological information can be found in a preceding entry of the same family; for example, the etymology that is given for **silica** applies to the next six entries or to components of these entries, **silica gel, silicate, silicic acid, silicon, silicone, silicosis.**

For some entries, or for their components, the etymology is self-evident or evident from the definition, as for the component **Köchel** in

    Kö′chel list′ing /kœkh′əl/ *n* catalogue of the authentic works (626 items) of Wolfgang Amadeus Mozart, published in 1862 by

Ludwig von Köchel (1800–1877) and revised in 1937 by Alfred Einstein

6.1.5 For etymologies given with homographs, see 3.3.

6.2 Symbols and Abbreviations. The following symbols are used in etymologies:

=   means
<   derived from (the language or the word that follows)
+   added to
?   (i) origin unknown or uncertain, (ii) perhaps, (iii) unverifiable form
*   hypothetical form

The many abbreviations of language labels and of other words used in etymologies are included in the list of abbreviations on page 38a.

6.2.1 Following are a few of the many language labels and the approximate dates they refer to:

OE (Old English = Anglo-Saxon) A.D. 450–1150
ME (Middle English) 1150–1500

OHG (Old High German) before 1100
OLG (Old Low German) before 1100
MHG (Middle High German) 1100–1500
MLG (Middle Low German) 1100–1500

LGk (Late Greek) 300–700
MGk (Middle Greek) 700–1500

LL (Late Latin) 200–600
ML (Middle Latin) 600–1500
NL (New Latin) since 1500

OF (Old French) before 1300
MF (Middle French) 1300–1600

OIr (Old Irish) before 1000
OIt (Old Italian) 900–1400
ON (Old Norse) 700–1300
OPers (Old Persian) before 300 B.C.
OSlav (Old Slavonic) 800–1000
OSp (Old Spanish) 1100–1600

6.3 Types of Etymologies. Etymologies can have one step, as given for **actor**, or several steps, as given for **apricot**, below. If an etymology begins with a language label that is not immediately followed by an etymon, the etymon is identical with the current English form, as the Latin and English word **actor** (and as the current **aye²**, which has the same form it had in Old Norse and Old English). Where necessary, the literal meaning is added, preceded by an equal sign, as for **acme**. If an

etymon has the same meaning as the entry, it is given without translation, as for **peyote, yak, aerie.** The following groups of examples show form and content of typical etymologies:

ac′tor...[L] *n* **1** theatrical performer; **2** doer; **3** participant
a·mok...[Malay] *n* ...
ac·me...[Gk = point] *n* highest point, summit
a·da·gio...[It = at ease] *adj & adv* **1** *mus* slow ‖ *n* **2** musical piece or...
af·fi·da·vit...[L = he has pledged] *n*...
aye² also **ay**...[ON < OE ?] *adv* always, ever
-ard...also **-art**...[OF < Gmc] *suf*...
pe·yo·te...[Sp < Nahuatl *peyotl*] *n*...
yak...[Tibetan *gyag*] *n*...
aer·ie...[ML *aeria* < OF *aire* < L *area*] *n*...
ad·ven·ture...[OF *aventure* < L (*res*) *adventura* (thing) about to happen] *n*...
Ay·ma·ra...[< Sp < AmInd] *n*...
am·o·rous...[< L *amor* love] *adj*...
sir·loin...[< OF *sur* over + *longe* loin] *n*...
on·o·mat·o·poe·ia /on′əmat′əpē′ə/ [< Gk *onoma* (*-atos*) name + *poiein* to make] *n* **1** formation of words in imitation of natural sounds, as *hiss, bang;* **2** words so formed ‖ **on′o·mat′o·poe′ic** *adj*
a·pri·cot...[< Port *albricoque* < Ar *al-bir-qŭq* < L *praecoquum* early-ripening] *n*...
ac·o·nite...also **ac′o·ni′tum**...[Gk *akoniton* wolfsbane via L] *n*...
ac·cul·tur·ate...[*ac-* + *culture* + *-ate*] *vt & vi*...
as·cer·tain...[< *a-⁵* + *certain*] *vt*...
zounds /zoundz′/ [contr. of *God's wounds*] *interj archaic*...
zil·lion...[modeled on *million*] *n*...
an·cient...[MF *ancien* < VL **anteanus*] *adj*...
scut·tle /skut′əl/ [?< *scud*] *vi*...
tat·ter·de·mal·ion /tat′ərdimāl′yən, -mal′-/ [*tatter* + ?] *n*...
bam·boo·zle /bambōōz′əl/ [?] *vt*...

6.3.1 The etymologies are kept simple. Latin and Greek etyma themselves are usually not etymologized. For example, in the entry

    as·cend...[L *ascendere*] *vt*...

ascend is shown as derived from the Latin word *ascendere;* but in this Dictionary this compound is not analyzed further as *ad-* + *scandere*, to climb.

The component parts are given, however, in the case of

ar·rest...[MF *arester* < *ad-* + L *restare* to remain] *vt*...

because there is no Latin compound "arrestare."

Some etyma are accompanied by an inflected form that shows a closer relationship to the entry word, as in

im·mi·grate...[L *immigrare* (*-atus*) to move in] *vi*...
stu·dent...[L *studens* (*-entis*) studying] *n*...

6.4 Special Etymologies. There are etymologies that do not have to refer back to Old or Middle English or other languages. Most of these are in the following categories.

(a) Acronyms, as **laser,** and blends, as **shoran:**

la·ser /lāz′ər/ [*light a*mplification by *s*timulated *e*mission of *r*adiation] *n*...
zip′ code′ or **ZIP′ code′** [*z*one *im*provement *p*lan] *n*...
Sea′bee′ [*C*onstruction *B*attalion] *n*...
tar·na·tion /tärnāsh′ən/ [*e*te*r*nal + dam*nation*] *n*...‖ *interj*...
sho·ran /shô′ran, shō′-/ [*sho*rt *ra*nge *n*avigation] *n*...
stag·fla·tion /stagflāsh′ən/ [*stag*nation + in*flation*] *n*...

(b) Onomatopoeic (sound-imitating) words:

zing /ziŋ′/ [imit] *n*...‖ *vi*...‖*vt*...
hel·ter-skel·ter /helt′ərskelt′ər/ [imit] *adj & adv*...‖*n*...
whack /(h)wak′/ [prob imit] *n*...‖ *vt*...

(c) Biographical, geographical, and other explanations (see also 13.5.1):

Par′kin·son's law′ [Cyril Northcote *Parkinson* (1909–) Eng his-

torian] *n* observation that work expands as more time is made available for it
as·tra·khan /as′trəkən/ [city in Russia] *n* skin of young lambs with...
o′pen ses′a·me [phrase used by Ali Baba to gain entrance to the robbers' cave] *n* unfailing means of entrance or access
dark′ horse′ [< former practice of disguising a fast horse with dark paint and entering it in a race with inferior horses to pull off a betting coup] *n* little-known entrant in a race or contest not given much chance of winning

(d) Trademarks. These are proprietary terms. See the definition of the entry **trademark.** Many trademarks have passed into wide general usage and are treated by most people like generic terms, as **Xerox, Levis, Sanforized,** or **Band-Aid.** However, trademarks are protected by law. A word that is believed to be a trademark is identified as such in the etymology; but the publishers of this Dictionary are not expressing an opinion on the legal status of any term by designating it as "trademark" or, in general, by entering or not entering any word in this Dictionary. Examples of trademarks:

Xer·ox /zir′oks/ [trademark] *n* **1** process for...‖ *vt* **2** to copy by this process
Ping-Pong /piŋ′poŋ′/ [trademark] table tennis
Tel′e·prompt′er [trademark] *n* device that enables a speaker or performer...
LP [trademark < *Long Playing*] *n* (LPs or LP's) long-playing record
Au·re·o·my·cin /ōr′ē·əmīs′in/ [L *aureus* golden + Gk *mykes* fungus; trademark] *n* antibiotic...

7. PARTS OF SPEECH

7.1 Types of Labels. The eight traditional parts of speech are adjective, adverb, conjunction, interjection, noun, preposition, pronoun, and verb. They are indicated by labels which are abbreviated and set in italics:

bi′o·de·grad′a·ble...*adj*...
of·ten...*adv*...
and...*conj*...
wow[1]...*interj*...
vid′e·o·disk′ *n*...
up·on...*prep*...
we...*pron*...
think...*v* (thought)*vi*...‖ *vt*...

Verb labels are explained in 7.3.

7.1.1 Other functional labels are used in a similar way, mainly to indicate

inflectional forms, for example, *sg* and *pl* for singular and plural, *ind* and *subj* for indicative and subjunctive, *comb form* for combining form and *art* for article. These labels, about forty, are included with the list of abbreviations on page 38a.

Whenever this guide mentions "part-of-speech labels" without further explanation (as in 1.1), this designation is meant to include other functional labels.

7.1.2 Often two or more part-of-speech and other functional labels are combined:

un′der·neath′ *adv & prep*...
am...*vi 1st pers sg pres ind* of **be**