

# EXHIBIT D

# Dictionary

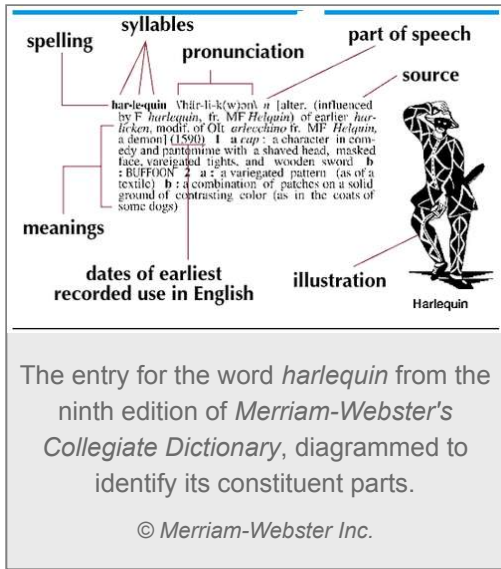
## Kinds of dictionaries

### General-purpose dictionaries

Although one may speak of a “general-purpose” dictionary, it must be realized that every dictionary is compiled with a particular set of users in mind. In turn, the public has come to expect certain conventional features (see *below* Features and problems), and a publisher departs from the conventions at his peril. One of the chief demands is that a dictionary should be “authoritative,” but the word *authoritative* is ambiguous. It can refer to the quality of scholarship and the employment of the soundest information available, or it can describe a prescriptive demand for compliance to particular standards. Many people ask for arbitrary decisions in usage choices, but most linguists feel that, when a dictionary goes beyond its function of recording accurate information on the state of the language, it becomes a bad dictionary.

Most people know dictionaries in the abridged sizes, commonly called “desk” or “college-size” dictionaries. Such abridgments date to the 18th century. Their form had become stultified until, in the 1930s, Edward L. Thorndike produced a series for schools (*Beginning, Junior, and Senior*). His dictionaries were not “museums” but tools that encouraged schoolchildren to learn about language. He drew upon his word counts and his “semantic counts” to determine inclusions. The new mode was carried on to the college level by Clarence L. Barnhart in *The American College Dictionary (ACD)*, in 1947. (Barnhart also carried on Thorndike’s work in the Thorndike-Barnhart dictionaries after Thorndike’s death.) After mid-century, other college-size works were revised to meet that competition: *Webster’s New World Dictionary of the American Language* (1951), the Merriam-Webster *Seventh New Collegiate* (1963), and the *Standard College Dictionary* (1963).) An especially valuable addition was *The Random House Dictionary* (1966), edited by Jess Stein in a middle size called “the unabridged” and by Laurence Urdang in a smaller size (1968). The Merriam-Webster *Collegiate* series was subsequently extended to 8th (1973), 9th (1983), 10th (1993), and 11th (2003) editions. (The G. & C. Merriam Co. [now Merriam-Webster, Incorporated] was acquired by Encyclopædia Britannica, Inc., in 1964.)

The Merriam-Webster *New International* of 1909 had a serene, uncluttered air. The second edition, completely reedited, appeared in 1934, and it, in turn, was superseded in 1961 by the *Third New International*, edited by Philip Babcock Gove. At its first publication it stood alone among American dictionaries in giving a full report on the lexicon of present-day English. (Because it, together with its supplements, is now available online, it is regularly updated.)



The prepublication publicity emphasized quotations from writers dismissed as ephemeral, such as Polly Adler, Ethel Merman, and Mickey Spillane, as well as the dictionary's statement about *ain't* as "used orally in most parts of the U.S. by many cultivated speakers." Such publicity aroused a storm of denunciation in newspapers and magazines by writers who, others asserted, revealed a shocking ignorance of the nature of language. The comments were collected in a "casebook" titled *Dictionaries and That Dictionary*, edited by James H. Sledd and Wilma R. Ebbitt (1962).

In 1969 came *The American Heritage Dictionary*, edited by William Morris, who was known for his valuable small dictionary *Words* (1947). The *American Heritage* was designed to take advantage of the reaction against the Merriam-Webster *Third*. A "usage panel" of 104 members, chosen mostly from the conservative "literary establishment," provided material for a set of "usage notes." Their pronouncements, found by scholars to be inconsistent, were intended to provide "the essential dimension of guidance," as the editor put it, "in these permissive times." The etymological material was superior to that in comparable dictionaries.

In England, Henry Cecil Wyld produced his *Universal Dictionary of the English Language* (1932), admirable in every way except for its social class elitism. The smaller-sized dictionaries of the Oxford University Press deserved their wide circulation.

## Scholarly dictionaries

Beyond the dictionaries intended for practical use by the general public are the scholarly dictionaries, with the scientific goal of completeness and rigour in their chosen area. Probably the most scholarly dictionary in the world is the *Thesaurus Linguae Latinae*, edited in Germany and Austria. Its main collections were made from 1883 to 1900, when publication began, but by the turn of the 21st century its publication had reached only the letter *P*. A number of countries have had "national dictionaries" under way—projects that often take many decades. Two have already been mentioned—the Grimm dictionary for German (a revised and expanded edition begun in 1965) and the Littré for French (reedited 1956–58). In addition, there are the *Woordenboek der Nederlandsche taal* (1882–1998) for Dutch; the *Ordbok öfver svenska språket* (begun 1898) for Swedish; the *Slovar sovremennogo russkogo literaturnogo yazyka* (1950–65; "Dictionary of Modern Literary Russian"); the *Norsk Ordbok* (begun 1966), for Norwegian; and the *Ordbog for det danske Sprog* (1995) for Danish. Of outstanding scholarship are *An Encyclopaedic Dictionary of Sanskrit on Historical Principles* (begun 1976) prepared at Pune (Poona), India, and *The Historical Dictionary of the Hebrew*

*Language* (begun 1959), in progress in Jerusalem. The most ambitious project of all is the *Trésor de la langue française*. In the 1960s more than 250 million word examples were collected, and publication began in 1971, but after two volumes the scope of the work was scaled back from 60 (planned) volumes to 16. It was completed in 1994.

*The Oxford English Dictionary* remains the supreme completed achievement in all lexicography. After completion of the first edition in 1928, the remaining quotations, both used and unused, were divided up for use in a set of "period dictionaries." The prime mover of this plan, Sir William Craigie, undertook *A Dictionary of the Older Scottish Tongue* himself, covering the period from the 14th to the 17th century in Scottish speech. Enough material was amassed under his direction so that editing could begin in 1925 (publication, however, did not begin until 1931), and before his death in 1957 he arranged that it should be carried on at the University of Edinburgh. It was completed in 2003. The work on the older period spurred the establishment of a project on the modern Scots language, which got under way in 1925, called *The Scottish National Dictionary* (published 1931–76), giving historical quotations after the year 1700.

In the mainstream of English, a period dictionary for Old English (before 1100) was planned for many decades by a dictionary committee of the Modern Language Association of America (Old English section), and finally in the late 1960s it got under way at the Pontifical Institute of Mediaeval Studies at the University of Toronto. The *Dictionary of Old English* is based on a combining of computerized concordances of bodies of Old English literature. A *Middle English Dictionary*, covering the period 1100 to 1475, was completed in 2001, with an overwhelming fullness of detail. For the period 1475 to 1700, an *Early Modern English Dictionary* did not fare as well. It got under way in 1928 at the University of Michigan, and more than three million quotation slips were amassed, but the work could not be continued in the decade of the Great Depression, and only in the mid-1960s was it revived. The *OED* supplement of 1933 was itself supplemented in 4 volumes (1972–86). A second edition of the *OED* was published in 20 volumes in 1989, an expanded integration of the original 12-volume set and the 4-volume set into one sequence. In 1992 the second edition was released on CD-ROM. Three supplementary volumes were published in print in 1993 and 1997, and an online version was launched in 2000.

Craigie, in 1925, proposed a dictionary of American English. Support was found for the project, and he transferred from Oxford University to the University of Chicago in order to become its editor. The aim of the work, he wrote, was that of "exhibiting clearly those features by which the English of the American colonies and the United States is distinguished from that of England and the rest of the English-speaking world." Thus, not only specific Americanisms were dealt with but words that were important in the natural history and