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Features of EFL/ESL Dictionaries Found in Johnson's *Dictionary* (1755¹ & 1773⁴)^{1, 2)}

— The First Learner's Dictionary of English for Learners and for Native Speakers of English —

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Abstract: The purpose of this paper is to point out some features of Johnson's *Dictionary* (1755) which are now commonly seen in EFL/ESL dictionaries. There are seventeen³⁾ main features in English dictionaries for learners and Johnson's *Dictionary* has ten of them. There has been a large and rapid influx of a variety of EFL/ESL dictionaries over the last twenty years since the appearance of *Longman Dictionary of Contemporary English* in 1978. However, Johnson's *Dictionary* needs to be more closely observed for us⁴⁾ to understand some of the learner-oriented attitudes in the first real modern English dictionary published about two hundred and fifty years ago⁵⁾.

1. Introduction

It has been said that the first real modern English dictionary is *A Dictionary of the English Language* (1755, Samuel Johnson). It was a landmark in the history of the English dictionaries (Kojima, 1989). It was completely different from *Dictionarium Britannicum* (1730, Nathan Bailey), which had been the most prevailed and the largest English dictionary before Johnson's *Dictionary*. Although it had dealt, to a minimum extent, with basic, daily, functional and other categories of words, Bailey's *Dictionarium* had the principle of compiling all kinds of difficult words, which seems that very few people had the need of knowing them. Johnson's *Dictionary*, however, defined almost all everyday vocabulary with abundant citations from famous writers.

About 190 years later⁶⁾, there appeared a very new type of dictionary, one for learners of English as a foreign and/or second language: *Idiomatic and Syntactic English Dictionary* (1942, Albert Sydney Hornby, et al.: *ISED*), which was published in Japan by Kaitakusha, a Japanese publishing company, and whose definitions could be easily understood together with plentiful easy examples and a lot more user-friendly features. A.S. Hornby and others compiled the new dictionary for Japanese students with an abundant experience of teaching at Japanese schools. The dictionary was welcomed with a big round of applause by both students and teachers. Unfortunately the Second World War made the compilers go back home and a few years later the dictionary was published by Oxford University Press as *The Advanced Learner's Dictionary of Current English* (1948: *ALD*) whose contents were the same as *ISED*. It was in 1963 that the dictionary was thoroughly revised by the same compilers: they called it the second edition (*ALD*²⁾). However, it was the virtual first edition of *ALD*⁷⁾.

In 1978, in addition to the brothers, *ISED* and *ALD*²⁾, the third dictionary for learners of English was given to the public: *Longman Dictionary of Contemporary English* (Paul Procter:

LDOCE). It had some new user-friendly features: easy-to-understand definitions and example phrases and sentences written in about 2,000 essential defining words, the verb patterns that are easily looked at by the chart on the back fly leaf of the cover, a large amount of idioms, set phrases, and idiomatic expressions, and present day English that was gathered by the special program, the Survey of English Usage at University College London. Now we have a lot of learner's dictionaries published in the UK and the USA.

Therefore, Johnson's *Dictionary* appeared and 190 years passed, then the first EFL/ESL dictionary *ISED* was published in Japan and 21 years later *ALD* came up to the world with much improvement, and finally 36 years after *ISED*, *LDOCE* surprised us in a new way, enjoying us learners of English all over the world with the same kind of dictionaries with newer ideas followed.

The author of this short paper would like to make it clear that the learner's dictionaries' features seen in the ones above had already existed in Johnson's *Dictionary* and that's why the author has been determined to call it the first dictionary for both learners of English and ordinary people in the UK about 250 years ago.

2. Features of monolingual learner's dictionaries

The core concept of the monolingual or bilingual learner's dictionaries must be "user-friendly," which means they provide learners with necessary information in plain conditions. Concretely, with reference to Murata (1992), learner's dictionaries should have seventeen features for the benefit of learners as follows, and the author insists that the items with star marks (★) had been already realized on the Johnson's *Dictionary*:

(1) Headwords

★(a) to select only necessary words

(b) to show different spellings if any

- (c) to put a mark at the separable places
- (2) Pronunciation
 - (a) to present how to pronounce the word by a certain way, e.g. by phonetic symbols like IPA or respelling, etc.
 - ★(b) to show the place of the primary stress
- ★(3) Part of speech
- ★(4) Inflection
- (5) Definition
 - ★(a) to classify the meanings precisely and in detail
 - ★(b) to show the core meaning
 - ★(c) to describe the meanings that are easy to understand, e.g. to use only basic words for defining the meanings
 - (d) to put the meanings in the order of frequency and relativity
 - (e) to show the difference of the meanings by choosing the appropriate prepositions, or to show what kind of subjects can be used, and so on.
- ★(6) Detailed explanation of fundamental / basic words and function words
 - (7) Detailed explanation of usage
 - (8) Countable / uncountable
 - (9) Register
 - (10) Synonyms and antonyms
 - (11) Encyclopedic description and cultural matters
 - (12) Verb patterns
 - (13) Collocations
 - ★(14) Abundant and comprehensible examples
 - ★(15) Enough idioms and phrasal verbs
 - (16) Illustrations and photographs
 - (17) thorough cross reference

3. Examination with illustration

3.1.1 Selection of headwords

Do elementary and intermediate learners of EFL/ESL need *OED*? *OED* has every common word from the earliest one found in printed matters. But learners need basic, fundamental and everyday words. Therefore, Dr. Johnson deleted unnecessary words for English people. He examined *Dictionarium Britannicum* (Nathan Bailey; 2nd. ed.: 1736) and threw out about 40,000 headwords and added about 20,000 words. (Nagashima: 1974: 66-67) It means that he selected a large amount of necessary words for ordinary people to use in everyday life, which is one of the correct policies of learner's dictionaries.

3.1.2 The way to make users recognize certain words as fundamental

In order to let the users figure out the importance of basic words, learner's dictionaries in this century have been trying to make learners be aware of basic and important words by many ways; especially many English-Japanese dictionaries for learners have used bigger letters or colored letters for basic headwords. Dr. Johnson made them all capital letters.^{8,9)} A few examples are as follows:

BREAD. *n.*, ...
 To BREAK. *v. a.*, ...
 To BREAK. *v. n.*, ...
 BRIGHT. *adj.*, ...

This way of emphasizing headwords as basic ones is certainly an important feature when we compare with the previous prevailed Bailey's *Dictionarium*.

3.2 Showing primary stress

The primary stress of the words having more than one syllable is shown by a kind of diacritical mark, a small and nearly vertical mark, the left part of which should be pronounced with stress. This is surely a feature of learner's dictionaries; Bailey's *Dictionarium* showed it as well. In terms of pronunciation, it took twenty-five more years for people to know exactly how they should say each word correctly by means of respelling or by phonetic symbols.¹⁰⁾

3.3 Showing a part of speech

In the middle of seventeenth century, *The New World of English Words* (Edward Phillips: 1658) made only verbs be clear in a way of adding "To" in front of headwords, e.g. "To Return." Bailey did the same. Dr. Johnson, however, showed a part of speech to every headword in italic abbreviations. For nouns he used "*n. s.*" meaning "noun substantive," and for verbs "*v. a.*" and "*v. n.*," the former, "active verbs," which we know as transitive verbs, and the latter, "neuter [neutral] verbs," now as intransitive verbs, and for the others he used the same abbreviated forms as those we use now: "*adj.*, *adv.*, *prep.*, etc.," except for pronouns, that is to say, he used just "*pronoun.*" which we now usually use the abbreviation "*pron.*"

It is very important for learners to know the part of speech of every word. It was absolutely a great addition to former dictionaries and one of the most valuable features of learner's dictionaries.

3.4 Showing irregular inflections

We see a detailed description about irregular inflections in Johnson's *Dictionary*, such as verbs, nouns, pronouns, and adjectives. Some examples are as follows:
 (s.v. = sub voce = under the specified word)
 s. v. To Have. *v.a.*
 pret. and part. pass. had. 1st ed.

s. v. To Have. *v.a.* 4th ed.
in the present I have, thou hast, he hath; we, ye, they have; pret.
and part. pass. had¹¹).
s. v. FOOT. *n.s.* 1st ed. & 4th ed.
plural feet.
s. v. I. pronoun personal. 1st ed. & 4th ed.
I, gen. me; plural we; gen. us.
s. v. GOOD. *adj.* 1st ed. & 4th ed.
comp. better, superl. best.

3.5 Detailed definitions

Dr. Johnson made a new age in the history of English dictionaries by giving detailed and classified definitions to every necessary word based on abundant citations; it was really an epoch-making event. (Nagashima, 1974: 79) Also Dr. Johnson established the inductive method for finding out as many meanings as possible of each word, by collecting a huge amount of citations, which is still one of the modern main principles of lexicography. (Minamide, 1988: 12)

Educated native speakers of English figure out various meanings of a word, even if it is used figuratively, but ordinary people do not understand all meanings, to say nothing of learners of English. Therefore, the way mentioned above is one of the most outstanding features of learner's dictionaries even today. Here we have samples of a verb "return" from the four dictionaries without citations / examples and marks.

Bailey's *Dictionary* (1730)

To Return

to send or come back;
also to restore;
also to requite or repay;
also to give an Answer.

Johnson's *Dictionary* (1755)

To RETURN. *v.n.*

1. To come to the same place.
2. To come back to the same state.
3. To go back.
4. To make answer.
5. To come back; to come again; to revisit.
6. After a periodical revolution, to begin the same again.
7. To retort; to recriminate.

To RETURN. *v.a.*

1. To repay; to give in requital.
2. To give back.
3. To send back.
4. To give account of.
5. To transmit.

ISED (1942)

- return *vi. & t.*
1. come or go back.
 2. pass or go back to a former state; go back again and use or consider.
 3. pass back into the possession of.
 4. reply.
 5. give, put, send, pay or carry back.
 6. state or describe officially.
 7. elect.
 8. give as profit.

LDOCE (1978)

return1 *v*

- 1 [(from, to)] to come or go back:
- 2 [(to)] to give or send back:
- 3 to happen again:
- 4 (used with the actual words spoken) to answer:
- 5 (of a place) to elect (someone) as a Member of Parliament or to a political position:
- 6 (of the 12 people (jury) who decide questions of fact in a lawcourt) **a** to give (a judgment=verdict): ... **b** to judge (someone) to be: ...
- 7 to bring in as a profit:
- 8 to state officially (an amount of money) esp. in answer to a demand:
- 9 **return a favour** to do a kind action in return for another
- 10 **return thanks** to say that one is grateful, as in a speech or a prayer

3.6 Easy-to-understand definition

The most important feature of learner's dictionaries is that learners understand the meanings of words easily; Johnson's *Dictionary* almost realized it. They are written in easy and plain English.

Learners sometimes find a few words in the definition that they do not know and give up figuring out the meaning or looking them up in the same dictionary. They would have to continue to do it again and again. Many high school students who used an English dictionary might have had such unfruitful experiences.

LDOCE presents "List of words used in the dictionary" as one of the back matters. It is so-called the defining words; they are about 2,000 words. They are basic, essential and plain words; learners have only to acquire those fundamental 2,000 words to make use of the monolingual dictionary. We know how important it is for definitions to be described in easy-to-understand English.

Let me give a try to the same four dictionaries as the ones in previous section (3.5) about how many "different" words they

use to define the meanings of “break” (verb) by using the software *RIGHTWRITER* (version 2.1, RIGHTSOFT INCORPORATED, 1987). The order of the numbers in parentheses is (1) all the words used in the definition, (2) all the different words, and (3) the percentage of (2) to (1).

Bailey’s *Dictionarium* : (1) 82, (2) 46, (3) 56%

Johnson’s *Dictionary* : (1) 499, (2) 193, (3) 39%

ISED: (1) 443, (2) 165, (3) 37%

LDOCE: (1) 592, (2) 208, (3) 35%

This is just one example but we clearly see that Johnson’s *Dictionary* succeeds in defining the meanings in easy words, which could be called “the first dictionary for learners of English and could have a possibility to be called “the first dictionary for the ordinary English speaking people” as well.

3.7 Describing the core meanings

It is inevitable that a learner’s dictionary describes the core meaning of polysemous words, words with many meanings, especially essential verbs; Johnson’s *Dictionary* carried it out, more in the 4th edition than the 1st edition. Dr. Johnson described the core meaning of many words 250 years ago and each of them does not make us feel old-fashioned.

Present English learner’s dictionaries have the similar ways to tell us core meanings by short phrases or just one word representing the central sense of the meaning. For example, *LDOCE3* has “menu” and “signpost,” *CIDE* (Cambridge International Dictionary of English, Paul Procter, ed.: 1995) has “guide word,” *GEJD2* (Genius English-Japanese Dictionary, 2nd ed., Tomoshichi Konishi, ed.: 1994) has “honggi” (= the real or original meaning), and *CLH* (*College Lighthouse English-Japanese Dictionary*, Shigeru Takebayashi, ed.: 1995) has “kihon-teki gogi” (= the fundamental meaning) and “gogi-no yoyaku” (= the summary of the meanings). They are trying to help us grab the core meaning or the image of a word and let us know the expansion of the meanings.

Taking up two essential verbs “break” and “get” as examples mentioned above, we recognize one of the features of learner’s dictionary: core meaning. The quotations of four dictionaries above are as follows:¹²⁾

(1) “break”

Johnson’s *Dictionary* (4th ed.)

26. It is to be observed of this extensive and perplexed verb, that in all its significations, whether active or neutral, it has some reference to its primitive meaning, by implying either detriment, suddenness, violence, or separation.¹³⁾ It is used often with additional particles, up, out, in, off, forth, to modify its signification. (The underline was drawn by the author, and the same as in the following parts.)

LDOCE3 (only “signpost”)

<IN PIECES> <PART OF YOUR BODY> <NOT WORKING> <SURFACE/SKIN> <RULE/LAW ETC> <PROMISE/AGREEMENT> <END A SITUATION> <DAY/DAWN> <STORM> <WEATHER> <WAVE> <VOICE> <NEWS> <CODE>

CIDE (only “guide word”)

break v [DAMAGE] [USE FORCE] [DIVIDE] [INTERRUPT] [END] [DISOBEY] [NOTICE] [OPPORTUNITY] [MOVE] [CHANGE] [SPORT]

G2 (only “honggi” translated by the author)

the real or original meaning is to put something solid into pieces by sudden hitting, or something solid goes to pieces with sudden hitting.

CLH (only “fundamental meaning” translated by the author)

the fundamental meaning is to destroy something into more than one by strong power.

(2) “get”

Johnson’s *Dictionary* (4th ed.)

15. To get, in all its significations, both active and neutral, implies the acquisition of something, or the arrival at some state or place by some means; except in the use of the preterite compound, which often implies mere possession: as, he has got a good estate, does not always mean that he has acquired, but barely that he possesses it. So we say the lady has got black eyes, merely meaning that she has them.

LDOCE3 (only “menu”)

①RECEIVE/OBTAIN ②MOVE/GO/TRAVEL
③HAVE/OWN ④BECOME/MAKE STH BECOME
⑤UNDERSTAND ⑥OTHER MEANINGS

CIDE (only “guide word”)

[OBTAIN] [DEAL WITH] [BECOME ILL WITH] [BECOME] [CAUSE] [BE] [MOVE] [TRAVEL] [UNDERSTAND/HEAR] [PREPARE] [CONFUSE] [ANNOY] [EMOTION] [HIT] [REACH] [HAVE CHANCE] [LOOK]

GEJD2 (“honggi” and “expansion” translated by the author)

the real or original meaning is to reach a certain state, and from that the word has had the meaning “to come to possess” and “make something be in a certain state” as a transitive verb and “become a certain state” as an intransitive verb.

CLH (only “fundamental meaning” translated by the author)

the fundamental meaning is to obtain.

3.8 Detailed description of essential words and function words

Johnson's *Dictionary* shows definitions in detail of essential words as well as core meanings above. Let us take the word "break" as an example, and we find out the fact as follows:

Bailey's *Dictionary* has 1 definition, 4 set phrases, no phrasal verb: 5 in total.

Johnson's *Dictionary* (1st ed.: *v.a.* and *v.n.*) has 36 definitions including 1 core meaning, 29 set phrases and phrasal verbs: 65 in total.

ISED has 12 definitions, 21 set phrases and phrasal verbs: 33 in total.

LDOCE has 18 definitions, 11 set phrases, 12 phrasal verbs: 41 in total.

Therefore, Johnson's *Dictionary* and *LDOCE* are very similar from the viewpoint of detailed description of the essential or fundamental words.

Then let me show the definitions of "break" of the two dictionaries; we easily understand that they are almost the same.

Johnson's *Dictionary* (1st ed., *v.a.*, *v.n.*)

1. To part by violence.
2. To burst, or open by force.
3. To pierce; to divide, as light divides darkness.
4. To destroy by violence.
5. To overcome; to surmount.
6. To batter; to make breaches or gaps in.
7. To crush or destroy the strength of the body.
8. To sink or appal the spirit.
9. To subdue.
10. To crush; to disable; to incapacitate.
11. To weaken the mind.
12. To tame; to train to obedience.
13. To make bankrupt.
14. To crack or open the skin, so as that the blood comes.
15. To violate a contract or promise.
16. To infringe a law.
17. To intercept; to hinder the effect of.
18. To interrupt.
19. To separate company.
20. To dissolve any union.
21. To reform; with of.
22. To open something new; to propound something by an overture.

1. To part in two.
2. To burst.
3. To burst by dashing, as waves on a rock.
4. To break as a swelling; to open, and discharge matter.

5. To open as the morning.
6. To burst forth; to exclaim.
7. To become bankrupt.
8. To decline in health and strength.
9. To issue out with vehemence.
10. To make way with some kind of suddenness, impetuosity, or violence.
11. To come to an explanation.
12. To fall out; to be friends no longer.

LDOCE

- 1 to (cause to) separate into parts suddenly or violently, but not by cutting or tearing:
- 2 to (cause to) become separated from the main part suddenly or violently, but not by cutting or tearing:
- 3 to (cause to) become unusable by damage to one or more parts:
- 4 to (cause to) become, suddenly or violently:
- 5 to open the surface of:
- 6 to disobey; not keep; not act in accordance with:
- 7 to force a way (into, out of, or through):
- 8 to bring under control:
- 9 to do better than:
- 10 to ruin:
- 11 to destroy as an effective force:
- 12 to make known (esp. something bad):
- 13 to interrupt (an activity):
- 14 to (cause to) come to an end:
- 15 to come esp. suddenly into being or notice:
- 16 to fail as a result of pressure from inside or outside:
- 17 to (cause to) change suddenly in direction, level, loudness, etc.:
- 18 to discover the secret of:

Next let us take a short look at function words: "at" and "in."

Bailey's *Dictionary*: (etymological information is omitted)

At [...] as at a Place.

In, a *Latin* Proposition, as *in a Place*, &c.

Johnson's *Dictionary*: (only summary is written by the author)

For "At" 17 definitions, 1 set phrase, and 38 citations.

For "In" 8 definitions, 2 set phrases, and 22 citations.

ISED: (the same as above)

For "at" 7 definitions, 1 set phrase, and abundant examples.

For "in" 7 definitions, 2 set phrases, and abundant examples.

LDOCE: (the same as above)

For "at" 14 definitions, 1 set phrase, and abundant examples.

For "in" 19 definitions, 3 set phrases, and abundant examples.

3.9 Affluent and intelligible citations

Johnson's *Dictionary* has almost as many citations as current learner's dictionaries. Let us look at the verb "break" again: 128 citations in the 1st edition (129, 4th ed.); *LDOCE* has 102 example phrases and sentences in the 1st edition (106, 2nd ed.). We notice that one of the essential principles of Johnson's *Dictionary* is showing "abundant samples," which is absolutely one of the features of learner's dictionaries.

According to the research by Shibagaki (1989, 1991: 84-85), Dr. Johnson regards, in the "Preface" of *Dictionary*, 16 fundamental verbs as "general words" and shows affluent citations: (the verbs and the number of citations respectively) take: 352, set: 289, put: 227, make: 206, go: 177, give: 165, run: 146, cime: 138, turn: 133, break: 129, cast: 125, bear: 112, get: 103.¹⁴⁾

Concerning with intelligibility, we need to give it a longer time and efforts to judge if the citations are easy to understand. It seems that there are four reasons. The first one is that there had been few citations in the dictionaries before Johnson's *Dictionary*. The second is that Dr. Johnson had made the framework of citing, from Sir Philip Sidney (1554-1586), the middle of 16th century to the famous men of letters of his age, the 18th century. Most of them had been dead except for a few ones including Johnson himself. The third reason is that Dr. Johnson tried to adopt best sentences which he meant were fine, academic, and ethically correct. (Nagashima, 1974: 48) It might mean that educated people found them very suitable but that they could be difficult for ordinary people to understand even if they understood the definitions. The last one is that he chose some poems although most of the citations were proses. Poems are more difficult to understand for learners and ordinary English people than proses, which has been true of us nowadays as well. Therefore, from the viewpoint of learners today, it might be avoided to judge without good consideration whether the citations were intelligible or not.

3.10 Sufficient set phrases and phrasal verbs

Let us take the word "break" as an example again to make it clear that Johnson's *Dictionary* has a feature of learner's dictionaries from the viewpoint of the title of this chapter.

Bailey's *Dictionarium* has 4 set phrases and no phrasal verbs.

Johnson's *Dictionary* has 13 set phrases and 16 phrasal verbs.¹⁵⁾

LDOCE has 11 set phrases and 12 phrasal verbs.

Current learner's dictionaries are again similar to Johnson's *Dictionary* in terms of treating set phrases and phrasal verbs, which means Johnson's *Dictionary* could be the prototype of learner's dictionaries. The citations of three dictionaries above are as follows:

Bailey's *Dictionarium* (only head phrases are cited.)

To Break Bulk
To Break Ground
To Break a Deer
To Break a Horse in Trotting

Jonson's *Dictionary* (1st ed.: only head phrases are cited.)

23. *To break the back.*
24. *To break the back.*
25. *To break a deer.*
26. *To break fast.*
27. *To break ground.*
28. *To break ground.*
29. *To break the heart.*
30. *To break a jest.*
31. *To break the neck.*
32. *To break off.*
33. *To break off.*
34. *To break up.*
35. *To break up.*
36. *To break up.*
37. *To break upon the wheel.*
38. *To break wind.*

13. *To break from.*
14. *To break in.*
15. *To break.*¹⁶⁾
16. *To break loose.*
17. *To break loose.*
18. *To break off.*
19. *To break off from.*
20. *To break out.*
21. *To break out.*
22. *To break out.*
23. *To break up.*
24. *To break up.*
25. *To break up.*
26. *To break with.*

LDOCE (only head phrases are cited.)

19 break the back of
20 break the bank
21 break camp
22 break cover
23 break someone's heart/(of someone's heart) break
24 break the ice
25 break new/fresh ground
26 break one's neck
27 break short
28 break step
29 break wind

break away
break down
break even
break in
break into
break of
break off
break out
break through¹
break through²
break up
break with

4. Conclusion

We have had a close look at Johnson's *Dictionary* and a few present-day learner's dictionaries and have found that they have a lot of common features, that is to say, the author has proved that Johnson's *Dictionary* had already played a role of a learner's dictionary.

We have been enjoying the benefit of English learner's dictionaries and English-Japanese ones, especially for these two decades. They have been improved in many ways to make them learner-friendly, and that is certainly one of the main policies of Johnson's *Dictionary*.

We have reached the conclusion that "English dictionaries, for learners as well as native speakers, there is no essential difference between Johnson's *Dictionary* and current dictionaries concerning with information, accuracy, and variety that dictionaries should show users," (Minamide, 1988: 12-13) and that we should recognize that it is Johnson's *Dictionary* that is the prototype of learners' dictionaries for both learners of English and ordinary native speakers of English.

Notes

1. This is the English version, with a few corrections and additions, of the paper published by the same author in 1998. The author has decided to publish the English version because no one has made this kind of idea public so far.
2. The author decided to give the title a minor change and to add the subtitle because it should be shorter and clearer.
3. Murata (1987): the lecture about trends and problems in learner's dictionaries at the fifth annual conference of Japan's Association of English Linguistics.
4. Originally the phrase "in order to" was used, but has been improved to "for us" to make the context clearer.
5. Actually 243 years: from Johnson's *Dictionary* (1755) to this paper (1998).

6. Actually 187 years: from Johnson's *Dictionary* (1755) to *ISED* (1942).

7. It seems that they didn't want to accept this idea because they named the next edition *Oxford Advanced Learner's Dictionary: OALD* (1974).

8. When a word has some derivatives, the most fundamental word is written all in capital letters; an example is as follows: CRUCIAL, To CRUCIATE,, To CRUCIFY, CRUCIGEROUS.

9. Some ways of showing headwords before and including Johnson's *Dictionary* are as follows:

Cawdrey, Robert (1604), *A Table Alphabeticall*: all small letters.

Phillips, Edward (1658), *The New World of English Words*: the first letter is capital and the others are small capitals.

J. K. (1702), *A New English Dictionary*: the same as above.

Bailey, Nathan (1730), *Dictionarum Britannicum*: the first letter is capital and the others are small capitals.

Johnson, Smuel (1755), *A Dictionary of the English Language*: basically all capital letters for fundamental words, and the first letter is capital and the others are small capitals. See Notes #8.

10. Sheridan, Thomas (1780), *A General Dictionary of the English Language*

11. The description of the 4th edition became easier for the ordinary English speaking people and for learners as well.

12. The descriptions of core meaning in Johnson's *Dictionary* are for the "general words," e.g. come, give, go, keep, make, run, set, throw, turn, etc. However, he gave up describing it about some words because they had such a large extension of meaning that there were no ways of doing it except for showing synonymous words or appropriate citations; two examples from the 4th edition are as follows:

To PUT. *v.n.*

15. This is one of those general words, of which language makes use, to spare a needless multiplicity of expression, by applying one sound in a great number of senses, so that its meaning is determined by its concomitants, and must be shewn by examples much more than by explanation; this and many other words had occurred less frequently had they had any synonymes or been easily paraphrased, yet without synonymes or paraphrase how can they be explained!

To TAKE. *v.a.*

118. This verb, like *prendre* in French, is used with endless multiplicity of relations. Its uses are so numerous, that they cannot easily be exemplified; and its references to the words governed by it so general and lax, that they can hardly be explained by any succedaneous terms. But commonly that is hardest to explain which least wants explication. I have expanded this word to a wide diffusion, which, I think, is all that could be done.

13. All the underlines in this section were drawn by the author.

14. This policy or principle has been passed on to learner's dictionaries as well as *OED*.

15. Dr. Johnson mixes set phrases and phrasal verbs. Just like the author cites them, Dr. Johnson shows 16 of them as transitive verbs, and 14 of them as intransitive ones. Also he shows the same two or three head phrases under the different definition number because he thinks each of them has two or three different meanings. So the author counted the definition number. However, he shows the number 15 as "To break.," in the 1st edition, which is a mistake and in the 4th edition he deletes it. Therefore, the total number is 29 (13+17-1).

16. See Notes #14.

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1) 校閲の目的

投稿原稿が、茨城工業高等専門学校研究彙報に掲載される原稿として、ふさわしいものであるかを判定するための資料を提供する校閲を行う。校閲に伴って見出された疑義や不明な事項について修正をお願いする。ただし、原稿の内容に対する責任は著者が負い、その価値は読者が判断する。

2) 校閲の方法

a) 評価項目

校閲に当たり、投稿原稿のその分野における位置づけ、新しい観点の内容を含んでいるか、研究・技術成果の貢献度はあるか等について以下の項目で評価する。

①新規性

内容が公知、既発表または既知のことから容易には導き得るものでないこと。以下の項目に該当する場合は新規性があると評価する。

- ・ 主題、内容、手法に独創性がある。
- ・ 学界、社会に重要な問題を提起している。
- ・ 現象の解明に貢献している。
- ・ 教育・人材の育成に新たな貢献をしている。
- ・ 貴重な技術的検討、経験が提示されている。
- ・ 時宜を得た主題について総合的に整理し、新しい知見と見解を提示している。
- ・ その他

②有用性

内容が学問上、あるいは実用上何らかの意味で価値があること。以下の項目に該当する場合は有用性があると評価する。

- ・ 主題、内容が時宜を得て有用である、もしくは、有用な問題提起を行っている。
- ・ 研究・技術の成果の応用性、有用性、発展性がある。
- ・ 研究・技術の成果は有用な情報を与えている。
- ・ 当該分野での研究・技術の体系化を図り、将来の展望

を与えている。

- ・ 研究・技術の成果は実務に取り入れられる価値を持っている。
- ・ 今後の実験、調査、計画、設計、製造、品質管理等に取り入れる価値がある。
- ・ 問題の提起、試論またはそれに対する意見として有用である。
- ・ 実験、実測のデータで研究、開発、製造等の参考として寄与する。
- ・ 教育企画・人材育成上への取り組みに対する有用な成果を含んでいる。
- ・ その他

③論理性

内容が読者に理解できるように簡潔、明瞭、かつ、平易に記述されていること。以下の項目について評価する。

- ・ 全体の構成が適切である。
- ・ 目的と結果が明確である。
- ・ 既往の研究・技術との関連性は明確である。
- ・ 文章表現は適切である。
- ・ 図・表はわかりやすく作られている。
- ・ 全体的に冗長になっていない。
- ・ 図・表等の数が適切である。
- ・ その他

④信頼度

内容に重大な誤りがなく、また読者から見て信用のおけるものであること。信頼度の評価について、計算等の過程を逐一たどることはしないが、以下の項目について評価する。

- ・ 重要な文献が落ちなく引用され、公平に評価されている。
- ・ 従来からの技術や研究成果との比較や評価がなされ、適正な結論が導かれている。
- ・ 実験や解析、あるいは、計画や設計などの条件が明確に記述されている。
- ・ その他

b) 判定

a)での各項目の評価を参考にして、水準以上であれば登載「可」とし、掲載をすべきでない場合は「否」とする。なお、a)での各項の評価のうち 1つでも問題がありと評価されても「否」とするものではない。多少の欠点があっても、学問や技術の発展に何らかの意味で、良い効果を及ぼす内容があるものは登載されるように配慮する。「否」とする場合は、下記の項目で該当するものが、校閲報告書に示される。

- 理論または考えのプロセスに客観的・本質的な誤りがある。
- 計算・データ整理に誤りがある。
- 都合のよいデータ・文献のみを利用して議論が進められ、公正でない記述により論文が構成されている。
- 修正を要する根本的な指摘事項をあまりにも多く含んでいる。
- 明らかに既発表とみなされる。
- 他人の研究・技術成果をあたかも本人の成果のごとく記述して論文の基本が構成されている。
- 通説が述べられているだけで新しい知見が全くない。
- 政策的な意図、あるいは宣伝の意図が極めて強い。
- 理論的または実証的な論文、あるいは事実に基づいた報告でなく、単なる主観が述べられているに過ぎない。
- 私的な興味による色彩が極めて強く、研究彙報に掲載するには問題が多い。
- 全く独断的記述であり、読者に益するとは考えられない。

c)登載の条件

登載可否の判定は、別に設置する校閲委員会で選任された3名の校閲結果に基づいて行う。校閲委員会では、校閲結果をまとめた校閲報告書を作成して審議する。校閲員2名以上が「可」であれば、原則としてこの投稿原稿は登載可とする。その際、校閲員からの修正意見があれば、校閲委員会で検討の上、修正依頼を行う。修正意見に対して著者が十分な回答を行ったかどうかは、校閲委員会で判断する。

日本学術振興会 科学研究費助成事業（平成28年度）

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| 〔継続〕 基盤研究（C） | 人文科学科 准教授 奥山 慶洋 | 高専生のための専門知識に基づいた英語専門語彙学習システムの構築 （25370679） |
| 〔継続〕 基盤研究（C） | 機械システム工学科 教授 鯉淵 弘資 | ソフトマテリアルの異方的形態変化：モデル化と数値シミュレーション （26390138） |
| 〔継続〕 基盤研究（C） | 電子制御工学科 准教授 金成 守康 | 高密度ナノ有機半導体薄膜創製における等方加圧の最適化と層界面密着強度の改善 （26420033） |
| 〔継続〕 基盤研究（C） | 電子情報工学科 教授 蓬萊 尚幸 | ESI-MS2スペクトルデータを用いた代謝物の化学構造推定 （26505013） |
| 〔継続〕 基盤研究（C） | 自然科学科 准教授 原 嘉昭 | 鉄シリサイドバルク単結晶の構造変調による近赤外発光発現 （15K06002） |
| 〔新規〕 基盤研究（C） | 電子情報工学科 准教授 弥生 宗男 | 2次元磁性フォトリック結晶を用いた平面型光サーキュレータの形成とその特性 （15K06003） |
| 〔継続〕 若手研究（A） | 物質工学科 准教授 石村 豊穂 | 炭酸塩の微小領域安定同位体比の新展開：環境の相対変動解析から絶対変動解析への変革 （25701002） |
| 〔継続〕 若手研究（B） | 人文科学科 准教授 井坂 友紀 | スクロウプの経済学体系と植民地論 （15K17035） |
| 〔継続〕 若手研究（B） | 電気電子システム工学科 講師 三宅 晶子 | 銀河宇宙線源の時間的・空間的離散分布を考慮した銀河宇宙線伝播モデルの構築 （26800145） |
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| 〔継続〕 基盤研究（C） | 物質工学科 准教授 石村 豊穂 | 浮遊性有孔虫の新規環境指標の確立：遺伝子・安定同位体・形態の複合解析から（26400501） ＜高知大学教育研究部 准教授 氏家 由利香＞ |
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| 〔継続〕 基盤研究（C） | 自然科学科 准教授 千葉 薫 | 低電圧印加によるタンパク質凝集・結晶化促進の分析技術開発と促進機構の解明（26390049） ＜福島工業高等専門学校 電気工学科 教授 若松 孝＞ |
| 〔新規〕 基盤研究（B） | 自然科学科 准教授 原 嘉昭 | 電界制御ラッシュバ効果による磁壁移動型メモリの高速化（16H04325） ＜茨城大学工学部 准教授 小峰 啓史＞ |
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共同研究および受託研究（平成27年度）

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| 電子情報工学科 准教授 | 弥生 宗男 | 平面型マイクロ光デバイスのシミュレーション設計教材の開発 |
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| 電子制御工学科 准教授 | 金成 守康 | 等方加圧による高密度・高強度なZnPo有機半導体薄膜の創製 |
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| 電子制御工学科 准教授 | 岡本 修 | 【継続】地点設定システムの研究開発 |
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