

from standard authors, as will be readily seen from the references given after them; but many of the phrases and sentences that are translated, and are not supported by any authority, are taken from the "Student's Hand-Book of Progressive Exercises," Part II. I deemed it essential to illustrate, in some cases at least, the *construction* of the equivalents given, wherever it was peculiar in Sanskrit; and I thought I could do this better if I gave sentences from classical authors instead of framing them myself. The quotations have become quite necessary in those cases where equivalents have been here suggested for the first time; I thought I should produce my vouchers for a particular word that I suggested rather than leave the reader in doubt as to its genuineness. In a few cases the English or Sanskrit sentences are closely translated; in a few others only such parts of the Sanskrit sentences are translated as are sufficient to illustrate the word intended to be illustrated, while in several cases, Sanskrit sentences alone are given which might be readily understood by the student. On a reference to the names of works or authors drawn upon for quotations, it will be found that the list is not very comprehensive; several large and useful works have been left out, and works falling in the range of classical literature excluded. But my principal aim in giving quotations has been to supply the student with good expressions from works *within his easy reach* so that he might study, if necessary, the particular places referred to. Kalidasa's works and Bana's Kadambari are more frequently drawn upon than the Ramayana, the Mahabharata, the Naishadha or the Mahāvīracharita.

An attempt has been made to avoid as much unnecessary repetition as was possible, without marring the usefulness of the work. A Dictionary is necessarily a work of repetition; several words have to be unavoidably repeated, howsoever unwilling one might be to do so. I have thought it necessary to make reference under some words to preceding or succeeding parts of the Dictionary, chiefly with the view of avoiding repetition; but in such cases a few equivalents are given, and the student is told to follow out the reference, if he want to know more about the word. Take, for instance, the words, Beguile, Cheat, Deceive, Delude, Defraud, Impose upon, Take in; or Blame, Censure, Reprove, Reproach, Scold, Reprimand, Reprehend; or Path, Road, Way: these words, whatever be their shades of meaning in English, are, when represented in