

**BOY'S FIRST VERSE  
BOOK, ADAPTED FOR  
BEGINNER, PART I**

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Boy's first verse book, adapted for beginner, part I by J. C. Evans

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**J. C. EVANS**

**BOY'S FIRST VERSE  
BOOK, ADAPTED FOR  
BEGINNER, PART I**



# BOY'S FIRST VERSE BOOK,

ADAPTED FOR BEGINNERS,

PART I.

BY THE

REV. J. C. EVANS, M. A.

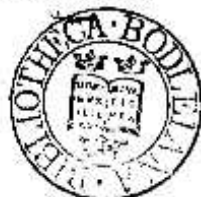
OF STOKES POSES, HUCKS;

FORMERLY FELLOW OF KING'S COLLEGE, CAMBRIDGE.

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Second Edition.

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AND ETON COLLEGE.

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THIS PART I. IS INTRODUCTORY TO PARTS II. III. IV.

PART II. BEING *in the Press* ;

PART III. VERSES FROM IDEAS, AND LYRICS ;

[*Subjects chiefly set for the Remove and Fifth Form at Eton.*]

PART IV. ETON AND WINCHESTER ELECTION TRIAL VERSES.

\* \* Any hints for improvement will be gladly received by the Editor.

OBSERVATIONS,  
(To be learned by heart.)

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IN making the following Verses, the Beginner must trust to his DICTIONARY rather than to his GRADUS, and will, through this First Part, in almost all cases find in his Dictionary (*Ainsworth's*) the proper Word for making the Verse; and in general the first word given there, and *nearest in sound* to the English, will be the best: thus—"Murmur, a murmur; blandus, *bland*; insanus, *insane*; removeo, *to remove*; permitto, *to permit*; gratus, *grateful*; æthereus, *æthereal*:" and in making the Latin of the Verses, no word must be put down, *which from its Quantities cannot come into the Verse*, as for instance the word *Quantitās*. It may also be observed, as a general Rule, that the *end* of the Verse should be made *first*, then the *beginning* of the Verse, and the *middle* of it be filled up *last*.

Words so joined (-) are to be expressed in the Latin by one word only; and all words in a Parenthesis ( ) are to be omitted in the Latin.

*Long Verse*     $\overline{\cup\cup} - \overline{\cup\cup} - || \overline{\cup\cup} - \overline{\cup\cup} - \overline{\cup\cup} - \overline{\cup}$

*Short Verse*     $\overline{\cup\cup} - \overline{\cup\cup} - || - \overline{\cup\cup} - \overline{\cup\cup} - \overline{\cup}$

At the *End* of the Long Verse, you must *always* put a word of *two* or *three* Syllables.

Begin the Long Verse as if it was a Short Verse, with such words as the following:—

Pectōribūs lōgūm;      Primūs cōnjūgūm;

Cōrpōrā sī vidit;      Præsētēm rāpidō;

Rēs est sōlicitī;      Titŷrē tū pātulē;

making the Break in the middle of the *Third* Foot.

At the *end* of the Short Verse, *always* put a Word of *two* Syllables. Make the Breaks where the lines are drawn through, and if possible put the *shortest* words at the *beginning* of each verse, and a *Dactyl* rather than a *Spondee*.

Never put a *short* vowel before "*st*" and "*sc*;" as for instance, *Regiū stare*, or *Illē stetit*, or *Litterā scripta*; but put *Litterā facta*.

Never put a *short* *ŏ* at the end of a *short* verse; and as seldom as possible at the end of a *long* one. Avoid the *Ecthlipsis*, if you can; and use the *Synalœpha* seldom, except with *short monosyllables*, as "*quē*;" and do not cut off a *long monosyllable*, such as "*mē*" and "*tē*," and the *diphthong* "*quæ*." Ovid seldom uses the *Synalœpha* and *Ecthlipsis* in his *Elegiac Verses*, except with "*quē*."

*The Master should read the Verses over to the Boy, and explain them to him, previous to their being done; and should keep the Verse Book in his own possession while it is not wanted.*

*No Boy should attempt to do Verses, till he has learnt from his Latin Prosody to scan and prove.*



*The following QUESTIONS and ANSWERS had better be learnt by heart, as they will assist the Boy in making his Latin.*

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1. *What word generally governs another word in the sentence?*  
In Latin and Greek the word which *construes immediately before* it in the sentence, and in English the word which *reads before* it.
2. *What Parts of Speech govern Cases?*  
Verbs, Prepositions, Participles, and Adjectives: *Substantives* govern the Genitive and Ablative Cases.
3. *Why is the Substantive put in the Nominative Case?*  
For two reasons chiefly; either because it governs the Verb, or is put in apposition with some other Substantive in the sentence.
4. *What is sometimes put for the Noun-Substantive, and supplies its place?*  
A Pronoun; from *Pro*, "for," or instead of; and *Noun*.
5. *Why is the Adjective, Pronoun, or Participle, put in any Case, Gender, or Number?*  
Because it agrees with its Substantive in Gender, Case, and Number.
6. *Why is the Verb put in any Number, or Person?*  
Because it agrees in Number and Person with its Nominative Case, *expressed, or understood*; or is *coupled* by a Conjunction to some other Verb.
7. *What is the difference between a Passive and a Deponent Verb?*  
A *Deponent Verb* is *declined and conjugated* like a Verb *Passive*, except that it has *Gerunds and Supines*; but it has an *Active* signification.
8. *In what respect does the Relative agree with the Antecedent?*  
It agrees with its Antecedent in Gender, Number, and Person, but *not* in *Case*.

9. *Why is the Relative put in the Nominative Case ?*  
Because it governs the Verb.
10. *Why is the Relative put in the Genitive, Dative, Accusative, or Ablative Case ?*  
Because it is governed by the Verb, or by some other Word in the sentence.
11. *What is frequently understood before some part of the Relative Qui, Quæ, Quod ?*  
Some part of *Ille, Illa, Illud*, or *Is, Ea, Id*, as its Antecedent.
12. *If you have the Relative, what does it tell you with regard to the Antecedent ?*  
It tells you the Gender, Number, and Person of the *Antecedent*.
13. *What do Conjunctions couple ?*  
Conjunctions couple similar *Cases, Moods, Tenses*, and *Persons*; Verbs to Verbs; Substantives to Substantives; Adjectives and Participles to each other.
14. *Where do Et, Atque, and Que come ?*  
*Et* and *Atque* come *between* the words they couple, like *and* in English; and *Que* *after* them both. In the sentence, *Et* generally comes the *First*, and *Que* the *Second* word.
15. *What are the Signs of the Ablative Case Absolute ?*  
*Being*, or *having been*, are in general the signs of the Ablative Case Absolute.
16. *What two Cases do Verbs generally require after them ?*  
The Accusative with the Dative, or the Accusative with the Ablative; but not two Accusative Cases.

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\* \* \* The Boy, when doing the Sense Verses, had better mark the Quantity of each syllable, whether *long* or *short*; and the Gender of the Substantives, by putting over each of them an M, F, or N, as it may be. This will be a great means of preventing *false* Quantities, and *false* Concords.

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\* \* Most of these Subjects, as also those in the Second Part, are set for the Fourth Form at Eton.