

the work of these beginners is attached to that of the first form. But the Paul's-Ipswich system speaks of these "learners of the Accidence" as being in the first form. This gives Paul's an extra form. Since the Eton system also provides for a seventh form, it in reality has eight groups as is the acknowledged case at Paul's. Winchester also includes the accidence in the work of the first form.

Consequently, in the Paul's-Ipswich system and at Winchester, both the accidence and the rules of construction were supposed to be memorized by the end of the second form; at Eton by the end of the first form. In this latter system, one continued to drill upon his accidence the first thing in the morning through the first three forms; that is, through the lower school. Over the same period, he would be getting also first his elementary rules of construction in English and then the more detailed rules in Latin. Through the lower school, therefore, the boy is drilled constantly on both his accidence and his syntax, beginning in the vernacular but working as soon as possible into Latin. At the end of lower school, he was supposed to have a thorough grasp both upon the accidence and upon the essential parts of nearly or all of the syntax in Latin. No wonder the Elizabethan dramatists, even Shakspeare, could quote at will more or less learned tags from Lily's Grammar—by their time the only approved one—with full expectation of being understood. He who knew not that knew nothing. It was the very foundation of all learning and was treated accordingly. In the Paul's-Ipswich system, and at Winchester, however, the work in the Latin syntax, as we shall see, is spread pretty well over the curriculum, and there was evidently less emphasis upon formal grammar. Wolsey says of gram-

mar,
though I acknowledge this to be a necessary Part of Study; yet I could wish it were so managed, as that it may not employ the most precious Part of the Day.

At Eton and at Winchester it occupied the first hours of the morning through the lower school, the most precious part of the day and of schooling. And the Eton-Winchester idea won the victory.

But to return to the first form at Eton, the second at Winchester and in the Paul's-Ipswich system, by the end of it the boys were supposed to have memorized both the accidence and the rules of construction in English. At Eton and Winchester the texts were those of Stanbridge, which must thus be completed by the end of the first form at Eton, the second at Winchester. So at Eton the boys were