

CHAPTER VIII

THE MOVEMENT TOWARD AUTHORIZED UNIFORMITY

IN THE NEXT STAGE, the system which by 1530 has been evolved at Eton is hardened into uniformity, and spreads to other schools. We have already seen how by 1529 Wolsey and the Convocation of Canterbury were seeking uniformity in the teaching of grammar, this meaning necessarily essential uniformity of total curriculum. In 1540, King Henry started the revision which by 1545 had produced the authorized grammar essentially in its final form. To harden the grammar into uniformity was to go far toward hardening the whole curriculum. So when the whole cathedral machinery was being reorganized in the 'forties, the cathedral schools were provided with uniform regulations. The curricula are not included, but in two cases were attached. It is significant that these two are essentially identical and represent a slight further clarification of the Eton system as it was in 1530.

The curriculum at Canterbury in 1541, is almost exactly that of Eton, as modified from that at Winchester in 1530; and may be quoted in Leach's translation as furnishing numerous details of methods employed. This curriculum is the more interesting because this is Christopher Marlowe's school, and here is essentially the curriculum to which he was a few years later subjected.

The whole number of the scholars shall be divided into five or six ranks or classes. The Under Master shall teach the three lower, and the Head Master the three upper classes.

No one shall be admitted into the school who cannot read readily, or does not know by heart in the vernacular the Lord's Prayer, the Angelic Salutation, the Apostles' Creed and the Ten Commandments. Those who are wholly ignorant of Grammar shall learn the accidents of nouns and verbs,¹ as it were out of class. When they have learnt these they shall be taken into the First Class.

In the First Class they shall learn thoroughly by heart the rudiments in English;² they shall learn to put together the parts of speech; and to turn a short phrase of English into Latin; and gradually to approach other easy constructions.

¹ Colet's *Aeditio*, or the *accidence* proper.

² Lily's *Rudimenta*, including *Concords* and *Constructions*, so that by the end of the first form the boys would have covered the material of the English part of the grammar, which was becoming "A Short Introduction of Grammar."