

shall be done in the presence of and after consultation with the Under Master in the case of those who are entrusted to his care.

Moreover at 6 p.m. the scholars shall return to school, and until 7 p.m. shall do their repetition and render to their fellow-pupils who have become ripe in learning, several masters also being present, whatever they have learnt through the day.<sup>4</sup>

Lastly, whatever they are doing in earnest or in play they shall never use any language but Latin or Greek.<sup>5</sup>

Evidently the same routine is to be followed at Canterbury as at Eton in 1530 as modified from Winchester. The usher begins the day at six with grammatical drill for the lower forms. Then at seven the master enters, and the further work is taken up. There is the same routine of rules, vulgars and Latins, and constructions. The authors for constructions are much the same, and in the lower forms are to be taken in practically the same order. In the upper forms, more leeway, as usual, is left as to the order of authors. The list of authors is not complete but merely typical, it being assumed that the suitable authors are known as a matter of course.

The school is now in six forms, with the beginners doing the accidence out of class, and with no mention of a seventh form working with the sixth. The school is divided, the beginners and the first three forms being under the usher, and the upper three under the master. The authors of the lower school are the same except that the *Eclogues* of Mantuanus have been substituted for those of his fellow Mantuan Virgil, the familiar colloquies are not specifically those of Erasmus, and the *Similia* of Erasmus are not specified. Drill on grammar, and the writing of illustrative Latins continue in the same way. In the upper school, the boys still complete their grammar in the fourth form, and epistles have also been moved down to that position, though still leaving poetry for the fifth, who memorize the figures of speech and the versifical rules as before. The fifth continues to read the chastest poets and the best historians for their authors, and to polish verses and themes for their written work. Finally, in the sixth, the *Copia* of Erasmus supplies the rules, Horace the poetry, Cicero the prose for oratory; and the boys write declamations for their prose. This is the Eton system, with the demarcation between grammar and rhetoric becoming still clearer. The boys still do some grammar in the fourth form outside of lower school, but in other

<sup>4</sup> *Ibid.*, pp. 468-469.

<sup>5</sup> *Ibid.*, pp. 468-469.