

kyndes of meters his balade is made of. And afore the syxte sceane of the fourthe acte, is a monition of the Rhetorycall composytion vsed in that sceane, and certayne other after it ensuyng. Interpreted by John Palsgrauē, Anno. M. D. XL.³⁸

From parsing and construe to rhetorical graces, Palsgrave has touched on most of the routine processes. The work gives a very full and concrete idea of how about 1540 a piece of literature would be taught by the best masters in grammar school. It would receive thorough grammatical and rhetorical analysis.

Nor was Palsgrave the last to suggest a uniform method, for Mulcaster many years later wished to have the grammar further "refined" and a uniform method established for the whole curriculum.³⁹ The idea spread, of course, to other departments. Arthur Golding in 1573 wishes that there was a sound orthography for the English language, set out by the learned and confirmed by the sovereign.⁴⁰ Then as now, every reformer was honestly certain that he had the only solution, if only he could in some way force the world to accept it—entirely for its own good, of course.

So in the reign of Henry VIII the ideal of essential uniformity determined by proper authority has been attained. And for the re-founded cathedral schools the Eton system as evolved from Winchester is the favored one, while Paul's grammar becomes the authorized basis of the grammar curriculum everywhere. Henceforth, this authorized system will receive minor modifications; but the modifications will, for the most part, apply uniformly to all schools. For every regular grammar school at a given period in the century the curriculum will be essentially uniform, though there may be slight variations in organization, routines, and teaching methods. While the curriculum of Stratford grammar school has not survived, yet it will be possible to reconstruct it closely enough for the period when Shakspeare was there. So we must now trace the evolution of the curriculum through the second half of the century in order to get this desired information. But the next group of changes show themselves first in the education of Prince Edward. We turn, therefore, next to the theorists and practitioners in educating the "Prince."

³⁸ For further facts, see Carver, P. L., "John Palsgrave's Translation of *Acolastus*", *Library*, Fourth Series, Vol. XIV, pp. 433 ff. The same author has proceeded to an edition of *Acolastus* for the Early English Text Society.

³⁹ Mulcaster, *Positions* (1581), p. [ivr].

⁴⁰ Baret, John, *Alvearie* (1573), prefatory poems.