

to orations, has been begun probably somewhat earlier than in grammar school. It is just possible that the Greek is also being started early as Sir Thomas Elyot thought was proper for the "Prince." But I have noticed no sign of the all-prevalent Terence, who should already have put in an appearance.

As we look back, it is clear that Edward had progressed about as any grammar school boy would have done. According to the instructions which were attached to the authorized grammar just at this time, Edward should have spent his first quarter, to about October or November, 1544, memorizing his accidence, as we have seen that he did do. Had he done this under Cox at Eton instead of privately, he would then have been ready to enter the first form about his seventh birthday. In the next two years, to about October or November, 1546, in the Eton system, he would have completed his Cato and his Aesop. Facts given above indicate that Edward did make about this progress with these authors. He had also taken up by June 28, 1546, the *Colloquies* of Erasmus, which regularly come in the second form. Along with these authors, he had made his Latins, studied religious material, etc. He would now be ready to take up Terence and other classical authors. Two statements by Cox indicate that Edward was reaching this turning point on time. For on October 12, 1546, Cox wrote that Edward that day began to learn French, and on October 18, "I trust the Prince's grace shall content hys father's expectation hereafter. We (have) suffered him hytherto *suo more puerascere*."⁴⁰ Edward had played the boy in Cato and Aesop, "*Ne Aesopum quidem triuisti*"; he must now be his father's little man in French and in more mature Latin and Greek authors.

So he has already begun by June 13, 1546, to copy a sentence from his Cato in Greek. By January, 1547, he has been reading Lucian, which should follow his Aesop, and has started his rhetorical sequence with *Copia*, which had usually been specified for the final form on the oration, though this does not mean that it had not been begun earlier. Edward is beginning to read it at the level of the third form as preparation for all the rhetorical work of the upper forms.⁴¹

Edward should now have begun his Terence also, but I have noticed no clear reference to that author. Since in grammar school Terence is regularly bracketed with Lucian, Edward may come to

⁴⁰ Nichols, *Edward*, Vol. I, p. lxxviii.

⁴¹ Vives seems to expect that *De Copia* would be begun at this stage (Watson, *Vives: On Education*, p. 134).