

2. For Lessons, they proceeded to the by-rules, and so to *Figura* and *Prosodia*.

3. For after-noon Lessons, they read *Terence* two dayes, and *Mantuan* two dayes, which they translated into English, and repeated on Fridayes, as before.

5. The fifth forme said one part in the Latine, and another in the Greek Grammar together.

2. Their fore-noones Lessons was [*sic*] in *Butler's Rhetorick*, which they said *memoriser*, and then construed, and applyed the example to the definition.

3. Their after-noons Lessons were 2 days in *Ovids Metamorphosis*, & 2 days in *Tullies Offices*, both which they translated into English.

4. They learned to scan and prove verses in *Flores Poetarum*, and repeated their weeks works on Fridayes, as before.

6. The sixth forme continued their parts in the *Greek Grammar*, and formed a verb Active at every part.

2. They read the *Greek Testament* for fore-noones Lessons, beginning with *Saint Johns Gospel*.

3. Their after-noones Lessons were two dayes in *Virgil*, and two dayes in *Tullies Orations*. They construed the *Greek Testament* into Latine, and the rest into English.

7. The seventh forme went on with the *Greek Grammar*, forming at every part a verb Passive, or Medium.

2. They had their fore-noones Lessons in *Isocrates*, which they translated into Latin.

3. Their after-noon lessons were 2 dayes in *Horace*, and 2 days in *Seneca's Tragedies*; both which they translated into English.

8. The eighth forme still continued their parts in the *Greek Grammar*.

2. They said fore-noones Lessons in *Hesiod*; which they translated into Latine, and afternoones Lessons in *Juvenal*, and afterwards in *Persius*, which they translated into English.

9. The ninth and highest forme said morning parts in the *Hebrew Grammar*, fore-noons Lessons in *Homer*, and afternoons Lessons in some *Comical Authour*.<sup>28</sup>

The manner of giving Lectures before I came was,

1. For the two highest boyes in the eighth forme, to give Lectures to all the lower formes, each his week by turnes.

2. The highest Scholar in the Schoole, gave Lectures to the second form.

3. Those in the highest form were commonly left to shift for themselves.

The manner of the Masters hearing Lessons was this;

1. The highest boy in the form at their coming to say, construed his Lesson two or three times over, till he was perfect in it, that his fellowes might all learn by him, to construe as well as he; then every one construed according to the order in which he stood.

2. They parsed their Lessons in that order, that they had construed it in.

<sup>28</sup> Hoole, *New Discovery* (1660), pp. 298-302.