

3. They translated every day after the Lesson, and shewed it altogether fair written on Fridayes.

Their Exercises were these;

1. The four lowest formes translated at vacant times, out of some English book.

2. The higher formes, having a subject given them every Saturday, made Themes & Verses upon it, against that day seven night.

The manner of collecting phrases was that every Friday in the afternoon, the boyes in the highest form collected phrases for the lowest formes, out of thier severall Authours, which they writ, and committed to memory against Saturday morning.

The set times for Disputations, were Fridayes, and Saturdayes at noon, and the manner thus; one boy answered his day by course, and all his fellowes posed him out of any Authour, which he had read before.

A part of Thursday in the afternoon, was spent in getting the *Church Catechisme*, and the *six principles of Christianity* made by Mr. Perkins.²⁷

Here is a clear presentation of the typical sixteenth century routines, which we have examined in numerous curricula. The peculiarities of organization point to the Paul's system. The indications are, then, that in this period before 1600 Paul's and its derivatives have the same sequences and subjects as do other schools. The curriculum in all these schools is essentially uniform. There can be no question as to the fundamental sequences and subjects in the curriculum at Stratford.

²⁷ Hoole, *New Discovery* (1660), pp. 303-304.