

est qua impellimur cum diligenti ratione, vt aliquorum similes in dicendo velimus esse. Exercitatio, est assiduus vsus, consuetudóque dicendi.⁷

Ad Herennium divides into three; art, imitation, exercise. To take Kempe's version, the purely pedagogical second step of finding examples of the rules taught by art has been inserted between art and imitation, and the whole has been somewhat reoriented in application.

Kempe next takes up the conventional curriculum systematically, explaining in detail how the four steps were applied from the horn-book through the highest form. Now it will be remembered that Ascham also had based his system on this same fundamental pedagogic principle of imitation.

Imitation, is a facultie to expresse liuelie and perfitelie that example: which ye go about to folow . . . all languages, both learned and mother tonges, be gotten, and gotten onelie by *Imitation*.⁸

Ascham then defines and explains in some detail the methods and aims of Imitation, replying in this fashion to critics.

they will say, it were a plaine slauerie, & iniurie to, to shakke and tye a good witte, and hinder the course of a mās good nature with such bondes of seruitude, in folowyng other.

Except soch men thinke them selues wiser then *Cicero* for teaching of eloquence, they must be content to turne a new leafe.⁹

Ascham then explains how Tully had used and recommended Imitation. Quintilian coldly accepts "the matter," but writes "hotelie and spitefullie enough, agaynst the Imitation of *Tullie*."¹⁰ Erasmus "writeth rightlie, rightlie vnderstanded," as also does Longolius fundamentally. Budaeus was "caryed somewhat out of the way in ouermuch misliking the Imitation of *Tullie*." Melanchthon writes "learnedlie and trewlie"; Camerarius confusedly; Sambucus "with a right iudgement." Cortesius writes "verie well"; Bembus "a great deale better"; but Sturm in works of 1538 and 1549 "farre best of all, in myne opinion, that euer tooke this matter in hand." For Sturm has declared "who is to be followed, what is to be followed, and the best point of all, by what way & order trew Imitatiō is rightlie to be exercised." But even Sturm has not given sufficient examples, a volume of which is now the sole remaining need. Riccius also writes

⁷ *Ad Herennium* (Lambinus, D., *Ciceronis Opera Omnia* (1573), Vol. I, p. 2).

⁸ Ascham, *Scholemaster* (1570), pp. 45v-46r.

⁹ Ascham, *Scholemaster* (1570), pp. 48r-48v.

¹⁰ Ascham, *Scholemaster* (1570), p. 49v.