

take that degree and become a priest. The University degrees, therefore, fitted into the ecclesiastical course of the clerical student.²⁸

In the sixteenth century, apparently the universities in England would have preferred longer training in the grammar school, but business, as well as tradition, was opposed. Those who were to become apprentices would need to complete the curriculum by fourteen if they were to complete apprenticeship by twenty-one. Even if one were not to be apprenticed formally, he would still need at that time to begin preparing to earn his bread and butter. In other words, the whole social machinery had long been built on this progression, and it was difficult to change it.

The extension of time to be spent in the grammar school curriculum proposed by Kempe is probably due to the influence of Sturm; I find no justification for it in English practice. In any case, the conventional subjects come in the conventional order, though Kempe proposes some additions for the last year. These extensions of subject matter are doubtless due to Ramus. Kempe himself had been trained at Eton,²⁹ so that his theory probably at least to some extent also reflects the Eton system.

Kempe would divide his curriculum into three stages, the first of which is fully described according to his principle of imitation, but is preparatory to grammar school, and so should be completed by seven.

At which time, he shall proceede to the second degree of Schooling, which consisteth in learning the Grammar, and knowledge of other languages, and in this degree are certaine fourmes, euery one whereof may occupie a yeere (F3v).

This second stage occupies the first five forms, and takes the boy through his eleventh year, to his twelfth birthday.

The first fourme therefore, shall begin to learne the Grammar in the Latin toong. As for reading, though the Schollar haue it alreadie, yet for that there is some difference betweene the reading of English and Latin, first let him reade ouer the rudiments of the Latin toong, and then learne by hart the parts of speach with their properties, as the deriuation and composition of words: the forming of Numbers, Cases, and Genders, in euery declension of Nounes: the forming of diminutiues in Substantiues, of comparisons in Adiectiues: so the forming of Numbers, Persons, Tenses and Moodes, in

²⁸ Watson, *Grammar Schools*, p. 15.

²⁹ *The Victoria History of the County of Essex*, Vol. II, p. 504.