

Now the Schollar by these meanes hauing gotten some footing in the Latin toong, shall begin to practise without an example of imitation, both in speaking, and also in writing. His exercise of speaking Latin shall be first in common and easie matters, as of his lesson, of orders in the Schoole, of dinner and supper &c. Afterwards in all matters, heed being taken that he be reformed when he vseth barbarous words, or trippeth in his speach, his exercise of writing without imitation shall be a translating of the same sentence into another speach, of latin into english, and of english into latin. For the turning of english into latin, some<sup>20</sup> would haue the Maister to translate into english the sentence out of some place of *Tully* vnknowne to the Schollar, and then giue him the english to translate againe into latin, which being done, to shewe him *Tullyes* latin, wherewith he shall conferre his owne, and correct it: this counsell is good, and may be vsed when oportunitie and leisure will serue.

And this is the method and exercise of teaching and learning fit for the third fourme, which must be continued also in the other fourmes following, but with some augmentation of length, and hardnes of the same, according to the abilitie of the learner. Yea, the same bookes of Dialogs and Epistles may serue for the fourth fourme also, so that the hardest of both sorts be chosen.

Then to the fifth fourme shall be read *Terences* Comedies, *Tullyes* treatises of friendship and of old age, which are a more artificiall and harder kind of Dialogs, wherevnto, let *Ouid de Tristibus*, or some such within a while be added for Poetrie (Giv).

Kempe then explains at length how to imitate Cicero, *De Amicitia*, at this stage.

Herewithall shall be vsed now and then the other translating, without imitating an example, as before. But if the scholler shall be a *Graecian*, let him learne the Greeke Grammar while he is yet in this fourme, and proceede therein after the same order that he did in the Latine, bestowing that way the fourth part of his time, and likewise another fourth part in the Hebrewew, if he will be an *Hebrician*. And so I conclude the second degree of schooling with the ende both of this fifth fourme, and the twelfth yeere of the schollers age (G2v).

Kempe has made five forms of what is regularly in the surviving curricula assigned to three or four. The extra year comes chiefly in extending the work of the third form over two years. Besides, he has reserved Terence and *De Tristibus* for the fifth, thus retarding his curriculum upward of two years, somewhat as was done at Winchester. The content, order, and general theory of his curriculum, however, is that which prevailed in the schools. Grammar is its chief

<sup>20</sup> Ascham.