

and phrases, the verse will not suffer to be imitated, saue only in some places. As we see *Virgil* to haue imitated *Homer* in method: to wit, in beginning with the middest of the matter, in reciting of things past by occasion, and in concluding with a notable issue, euen as *Homer* had disposed his *Ilias*: then in generall matter, namely, in setting forth *Aeneas* like to *Vlysses*, and sometime like *Achilles*: in particular matter & arguments, as the comming of *Aeneas* to *Carthage* and *Dido*, like to the comming of *Vlysses* to *Alcinous* and *Calypso*, *Aeneas* going to hell, like to *Vlysses* going to hell, *Aeneas* games of rowing, running, whorlebatting, shooting, and skirmishing on horsebacke at the graue of *Anchises* his father, like to *Achilles* games of riding, whorlebatting, running, sword playing, hurling the stone, shooting and casting the darte at the Tombe of *Patroclus* his deare friend: the harnessse of *Aeneas*, made by *Vulcan*, like to the harnessse of *Achilles* made by him also. And in diuers places, but not euery where, he doth imitate *Homers* descriptions, similitudes, phrases and words, as *Manutius*, and other learned men haue both noted and quoted.

Now, when the Scholler hath been a while exercised in this kinde of imitation, sometime in prose, sometime in verse, let him assay otherwhiles, without an example of imitation, what he can do alone by his owne skill already gotten by the precepts and the two former sorts of practise.

After a three yeeres exercise in this degree of studie, he may ascend to the fourth degree, of Arithmetike and Geometrie. And according to the same manner, easely passe through these Artes in halfe a yeere, and so before the full age of sixteene yeeres be made fit to wade without a schoolemaister, through deeper mysteries of learning, to set forth the glorie of God, and to benefite his Countrie. And thus the maisters duetie of orderly teaching by precepts and by practise of them, not only in vnfolding other mens workes, but also in making somewhat of a mans owne, and that either by imitation of examples, or without imitation wee haue breefly declared ([G4]v-H1r).

Thus, as *Kempe* points out, the first five forms of his grammar school are centered upon grammar, but the latter three upon rhetoric, with enough logic to ground the rhetoric, and with oratorical and "versifical" application. This requires three years, the fourth year being mathematical, and really as he himself calls it, a fourth stage. For such mathematical training, I have found no clear provision in the curricula, so that this work is really additional. But *Sturm* had made similar provision. *Kempe* thus proposes to cover this final section of the work in three years. In the curricula, it occurs partly in the fourth, or even the third but usually in the fifth and sixth years, with frequent provisions for a seventh. *Kempe* has thus extended this rhetorical section of grammar school training by a year just as he did the precedent grammatical section.

But so far as content is concerned, *Kempe* is merely philosophizing current practice. As we have seen, in the *Eton* system the Latin