

other scyences or euer they haue attayned any meane knowledge of the latyne tonge.⁶

Cox is fully aware of the objectives of grammar school first as grammar and then as rhetoric.

So contraryly I se no scyence that is les taught and declared to scholars / whiche ought chyeefly after the knowledge of gramer oncs hade to be instructe in thys facultie.⁷

As Cox himself has indicated and Carpenter has demonstrated in detail the work of Cox is essentially an English translation of the first book of Melanchthon's *Institutiones Rhetoricae*, which treated of *inventio*, but eked out by Cox principally from Cicero's *De Inventione*, though with some help also from Melanchthon's *De Rhetorica, libri tres*.

Among other authors mentioned are Aristotle, Demosthenes, Erasmus, Hermogenes, Hermolaus Barbarus, Horace, Livy, Ovid, Plato, Politian, Sallust, Thucydides, Trapezuntius, and Virgil.⁸

To this list, Terence should also be added.⁹ Cox makes it clear, however, that he is compiling an elementary work on invention as did Tully.

For other that bene entred all redy shal haue lytle nede of my labour / but they may seke more meter thynges for theyr purpose / either in Hermogines among the Grekes / or els Tully or Trapesonce / among the Latines.¹⁰

The reference to the rhetoric of Trapezuntius may have been suggested by another work of Melanchthon's.¹¹ Besides this modern, Cox refers to Tully and Hermogenes among the ancients; but apparently has no reference to Quintilian. Erasmus and various other moderns and ancients are also drawn upon. Thus Cox agrees with Melanchthon to the extent of translating and adapting him.

As we have seen, Sir Thomas Elyot also shows knowledge of Melanchthon. Both Melanchthon and Sir Thomas agree that Cicero and Quintilian are the best guides for rhetoric, and Sir Thomas is concrete in his application. Sir Thomas includes the knowledge of "figures / as well of sentēces as wordes" among the prime qualifications of his ideal teacher.

I call nat them gramariens / whiche onely can teache or make rules / wherby a childe shall onely lerne to speake congrue latine / or to make sixe

⁶ Carpenter, *Cox*, p. 42.

⁷ Carpenter, *Cox*, p. 42.

⁸ Carpenter, *Cox*, p. 103.

⁹ Carpenter, *Cox*, pp. 55, 76, 77-78.

¹⁰ Carpenter, *Cox*, pp. 87-88.

¹¹ Carpenter, *Cox*, p. 112.