

that of some classmate, or through that of the master, some of these notes of Manutius are almost certain to have percolated to Shakespeare. For on the *Aeneid* Manutius had in his marginal annotations run the parallel between Homer and Virgil, and thus had furnished an outstanding instrument for teaching proper modes of imitation.

Consequently, William Kempe in 1588 praises this work most highly.

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* hath 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 coming of *Aeneas* to *Carthage* and *Dido*, like to the coming 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 harness of *Aeneas*, made by *Vulcan*, like to the harness 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.²

The notes of Manutius furnished Kempe and his fellow-schoolmasters a suitable instrument for teaching the boys proper methods of imitation in poetry. This being the demand, the English printers furnished a supply by various editions containing these notes of Manutius.

Manutius was modelling on Macrobius, whom Ascham found unsatisfactory, as doubtless he would have found even Manutius imperfect also.

Erasmus, the ornament of learning, in our tyme, doth wish that som man of learning and diligence, would take the like paines in *Demosthenes* and *Tullie*, that *Macrobius* hath done in *Homer* and *Virgill*, that is, to write out and ioyn together, where the one doth imitate the other. *Erasmus*, wishe is good, but surelie, it is not good enough: for *Macrobius* gatherings for the *Aeneidos* out of *Homer*, and *Eobanus Hessus* more diligent gatherings for the *Bucolikes* out of *Theocritus*, as they be not fullie taken out of the whole heape, as they should be, but euen as though they had not sought for them of purpose, but fownd them scatered here and there by chance in their way, euen so, onelie to point out, and nakedlie to ioyn together their sentences,

² Kempe, *Education*, pp. [G4]v-H1r. Kempe has borrowed much of this from Ascham (*Schoolmaster* (1570), p. 50r and v).