

quired a semi-sacred character through the royal sanction. It was seen and acknowledged that progress was taking place in all the sciences, that of language included, and that something should be done to make Lily keep pace with the general advance. But it was with fear and trembling, and only after elaborate apology, that any jot or tittle in the received text was altered. In the edition of 1713, as doubtless in previous editions, as also even in that of 1830, the title page is very like that which is to be seen in small quarto Bibles from the press of the Barkers. The central letter-press is surrounded by a wide wood-cut border, divided into square compartments. In the Bible title page each of these divisions would have in it one of the Evangelists or one of the major or minor Prophets. In the Grammar title page, the corresponding spaces are filled with rudely-executed female figures emblematical of the arts included in the Trivium and Quadrivium of the schoolmen: Grammatica, Rhetorica, Arithmetica, Dialectica, Musica, Geometria, Astronomia; conspicuous over all are the Royal arms in very antique style. (The emblematical figures vary in the editions of Lily before us. In the one of 1712, Musica is seen playing on the virginals or very primitive spinnet, while elsewhere she holds a theorbo or guitar. In every case, Geometria has the distinction of a crown on her head.)

All the editions retain the original "Address to the Reader" at the beginning of the book. A few sentences from this will give us some notion of the aims and methods of the old Grammar School master.

"The first and chiefest point," the writer of the address to the reader says, "is, that the diligent master make not the scholar haste too much, but that he in continuance and diligence of teaching make him to re-

hearse, so, that while he hath perfectly that which is behind, he suffer him not to go forward; for this posting haste overthroweth and hurteth a great sort of wits, and casts them into amazedness, when they know not how they shall either go forward or backward, but stick fast as one plunged that cannot tell what to do, or which way to turn him; and then the master thinketh the scholar to be a dullard, and the scholar thinketh the thing to be uneasy and too hard for his wit; and the one hath an evil opinion of the other, when oftentimes it is neither, but in the kind of teaching. It is profitable, therefore," we are told, "not only that he (the scholar) can orderly decline his noun and his verb, but every way, forward, backward, by cases, by persons, that neither case of noun, nor person of verb, can be required, that he cannot without stop or study tell. And until this time I count not the scholar perfect," the old writer says, "nor ready to go any farther till he hath this already learned." To effect this amount of attainment in a lad "will not be" he thinks, "past a quarter of a year's diligence, or very little more, to a painful and diligent man, if the scholar have a mean wit," *i.e.* average ability. Now then the lad "may go on to the Concords, to know the agreement of parts among themselves, with like way and diligence as is afore described. And when these Concords be well known unto them (an easy and pleasant pain the writer thinks), if the fore grounds be well and thoroughly beaten in, let them not continue in learning of the Rules orderly as they lie in the Syntax, but casually as they may be wanted while reading some pretty book, wherein is contained not only the eloquence of the Tongue, but also a good plain lesson of honesty and godliness. And all the time they be at school, the master should never allow his scholars to be idle, but