direct oral teaching, is given with most life and effect when the pupils are standing in a circle round the teacher, we shall therefore once for all dismiss the grouping system, and lay it down as a general rule, that the best way to arrange desks is the old Lancasterian plan of placing them in the form of a rectangle on the floor ; always remembering that there must be sufficient space left along one or more of the walls for draft teaching.

5. Plans to suit the bipartite System.

Let it be required to furnish a room 40 feet long by 20 in width. Allowing 8 square feet for each child, this room will give accommodation to 100 average attendance, but to provide for fluctuation, we shall calculate on an attendance of 130. Here the best way to arrange the desks is to place them across, so near one side wall as to leave a walking space 18 inches wide, and leaving draft space along the opposite wall and at one end.

Suppose the draft space to be 8 feet broad ; this will allow the desks to be 10½ feet long and each will hold, therefore, seven or eight pupils. Nine of these desks will be sufficient, on which from 63 to 70 pupils can sit, and which, allowing walking space of ten inches between each two, will occupy about 28 feet of the length of the room. If the last desk be placed with its seat 9 feet from the end wall a clear space of 9 feet will be left at the other end. There ought to be six circles, as each division, when the attendance is at its maximum, may contain six drafts, for these the present space will be amply sufficient.

As a second example, let the dimensions of a room be 25 × 16 feet ; this will accommodate on the average six pupils, and five of them will be sufficient.

The next example shall be a room of 21 × 14 feet which is about the smallest size used as a school-room. There should be four desks of 8 feet long, and they should be placed against one side wall, leaving draft space 6 feet wide by the other. This room will accommodate an average of 37, but 48 can be taught with the present arrangement.

If the school-room be very large, it may be more convenient to place the desks in the middle, leaving draft space all round. And even with this arrangement the desks would still be very long, there might be a passage through the middle. Suppose the desks to be 12 feet long, and the school 25 feet wide ; here there may be draft space along both side walls, but the desks should not be placed exactly in the middle, as this would leave each space only 6½ feet wide, which would be much too narrow for so large a school ; better to leave 8 feet at one side and 5 at the other. These remarks are sufficiently intelligible without diagrams.

On the supposition that there are no galleries, in other words, if the pupils are to be taught either sitting in desks, or standing at draft circles, the plans now given are the best that can be adopted for schools severally so circumstanced. In all these cases, it has been supposed that the desks might be had of any required length as if about to be made newly. In numerous instances, however, the problem for the teacher is not to place new desks, but to arrange in the best possible manner desks already made, and which are in many cases either too long or too short for the school-room.

The following examples are given to show how desks of a given length may be arranged ; the room is supposed, in all cases, to be 32 feet long by 16 broad, but the instructions that follow can be applied without difficulty to a room of any dimensions. This room will accommodate 64 average attendance, requiring desk room for 35 or 40 and there must be at least four draft circles.

Suppose first the desk to be 12 feet long ; either four or five of them will be required, and there are at least six different ways in which they might be arranged. The most suitable arrangement will be determined chiefly by the positions of the door, fireplace and windows.

If the desks be either 10 or 11 feet long, there must be at least five of them, and they should be arranged across the room with their ends against the side wall. There will be a draft space by the other wall and at one end. If they be 9 feet long six will be necessary, and they may be placed either with their ends against the wall, or so as to leave a passage, there will be a draft space along one side wall and at one end. Six or seven desks of 8 feet long would be required. If they be 7 feet long, there must be seven or eight.

Lastly, if the desks be 6 feet long, there must be eight, nine or ten of them, according to the attendance, and there are several arrangements that would answer. They may be converted into 12 feet desks and arranged by placing them end to end in pairs. Or eight of them might be placed along the middle of the floor, leaving draft space five feet broad along both side walls.

6. use of galleries in bipartite system.

In the bipartite system the pupils of our division are standing round the room at an oral lesson, while those of the other division are supposed to be sitting in desks at silent work. For reasons which will appear in the next chapter, however, it will be sometimes necessary during the day, that both divisions (one standing and the other sitting) be receiving oral lessons at the same time.

As the desks are not well adapted for oral instruction, it will be exceedingly convenient (provided the room is large enough compared with the attendance to allow it) to have one or two galleries that will hold one division, while the pupils of the other are standing round the room.

If there be no separate class-rooms for the purpose, the galleries may be placed in the school-room itself, provided always that there be sufficient space. Any one of these four arrangements then will be found very useful, and each one more so than those that follow :

1. Two galleries, one large enough for an entire division, the other for half a division.
2. One gallery, large enough to accomodate a division.
3. Two galleries, each sufficiently large for half a division.
4. One small gallery for half a division. It is to be remembered that these galleries may in all cases be made with common forms as described in last chapter and that consequently they can be provided with little trouble.

If the room be too small to admit of even one gallery, the business can be carried on, as described at the end of this section, without it.

The pupils of one entire division are usually either too numerous or too unequal in proficiency to be taught together ; it is generally necessary to divide them into two parts at the gallery lessons—hence the use of two galleries. If one of them be large enough for an entire division, the pupils may be taught either in two parts or all together, according as the lesson admits, or as the teacher wishes at each particular occasion. If however, the attendance be large—suppose 80 or above—it will be unnecessary to have either of the galleries so large as to accomodate a division, as such a number can scarcely ever be taught together.

If a school-room admit either of no gallery at all, or of only one, it will sometimes be necessary, as already remarked, to teach a lesson on some subject requiring direct oral instruction, to a class of children sitting in desks. We shall suppose this lesson to be geography, but our arrangements will answer any other subject.