

circle to read the same lesson ; there may be several drafts in the same class. Ten or twelve pupils will be quite a sufficient number for each draft, (taking the word in the sense now explained), and some drafts might be much smaller, especially among the junior children, and in small schools, where it is often difficult to find even a dozen children so nearly equal in proficiency as to be fit to read the same lesson and work the same arithmetic.

The chief reason for limiting the drafts to this number is, that at the reading lesson each individual pupil may have sufficient time for reading ; if the draft be very large, it will be impossible to accomplish this ; and at the same time to explain and examine on the subject matter, within the time usually allowed for a reading lesson. By limiting the number to ten or twelve, however, it is not meant that the drafts are to be always kept apart. It is generally necessary to separate them at reading, and at some other lessons of a like nature ; but there are certain subjects, such as geography, grammar, certain portions of arithmetic, etc., in which two or more drafts might be joined. Directions will be given in the proper place when to keep the drafts apart, and when to combine them into larger sections.

The two great divisions of the pupils must be nearly equal in numbers. No fixed rule can be laid down as to the particular drafts that compose each, as this depends entirely on the school. In some schools the children of the first and second classes are equal in number to those of the third and fourth ; in others again, those of the first class alone are as numerous as all the rest of the pupils taken together. It more commonly happens, however, that the first and second classes constitute more, and the first alone less than half the entire school. In this case the second class must be divided, part going to the senior and the remainder to the junior division. I will suppose a case : let there be 69 pupils in daily attendance, who are partitioned in the following way ; fourth class, 7 ; third, 12, second, 25, in three drafts ; and first 25, in three drafts. In this school the following would be the proper division.

Jun. Div .....	3rd drft. of 1st.	2nd of 1st.	1st of 1st.	3rd of 2nd.	Total.
	8	9	8	8	33
Sen. Div.....	2nd drft. of 2nd.	1st of 2nd	Third.	Fourth.	
	8	9	12	7	36

There are many schools, especially in rural localities, in which the relative numbers in the different classes are subject to much variation according to the season. In the winter months the grown up pupils attend, while the young children are kept at home by the severity of the weather ; in summer it is the reverse, the little ones attend, and the elder ones are generally employed at home. The partition made in summer, therefore, may not answer in winter, and the teacher will be careful to restore the equality of the two divisions, by transferring, at the proper time, a draft from one to the other ; reminding the children at the same time, that this transfer of a draft is neither promotion on the one hand, nor depression on the other ; that the draft in question will be taught the same lessons as before, only at different hours. Such a change as this should not be frequently made—if possible not oftener than twice a year—as it always acts more or less injuriously on the discipline of the school.

### 3. Draft Spaces and Circles.

The space for draft teaching should be along one or more of the walls ; this is far the most convenient place, for on the walls can be suspended the chief teaching appliances, such as maps, tablets, black boards, etc. Besides, a class standing next a wall is to some extent isolated from the rest of the school. Any considerable space in the middle of a floor, with desks or other furniture placed between it and the walls on each side, may be regarded as of comparatively little value for teaching purposes.

The particular side wall to be left open for drafts depends upon the circumstances of the school ; it is often, for instance, determined by the position of the door ; but, generally speaking, that one should be chosen which is best illuminated, and least interrupted by windows and fire-places. The space should be so broad, that when the pupils are standing at the circles, there will be room for a person to pass freely between their backs and the desks without touching either. If the ends of the desks be seven feet from the wall, it will be amply sufficient to allow this. In most small schools, 6 or 6½ feet will be quite enough ; and if economy of space be a special object, it may be reduced to five, but this will not allow a person to pass behind the children, as their backs will in fact be resting against the desks.

It may be stated generally, that the width of the draft space ought to be in some degree proportioned to the width of the room ; thus, if the room be 14 or 16 feet wide, the draft space may be 6 feet ; for a room 18 feet wide, draft space 7 feet ; 8 feet for a room of 20 feet, and so on. In very large schools it might be left much broader ; in the principal central Model School, Dublin, there is a space of 11 feet along each side wall.

There must be as many draft circles as will accommodate one division—that is half the pupils at once. The number, therefore, will vary with the attendance ; but to provide for contingencies, there should be, if possible, one more than the number absolutely necessary. While, on the one hand, there must be a sufficiency of desks, on the other hand, as much as possible of the walls should be left free for draft teaching. In small schools it is usually sufficient to leave a space along one side wall and one end. In a large room three walls may be necessary ; and if the room and the attendance be both very large, there may be circles all round, the desks being placed in the middle. (1).

The circles ought to be placed as far apart as the draft space will allow, as this tends greatly to lessen noise ; but the distance between two adjacent circles should never be less than two feet. To determine the best places for them is often a matter requiring some thought. In case of doubt or difficulty, it will be better to mark them with chalk for a few days, when they can be altered if necessary ; when the best positions have been found, they can be marked permanently. For the purpose of teaching large classes together, there ought to be two or more large circles pitched among the smaller ones. Each of these should have a radius of five or six feet.

The best kind of compass for describing the circle is a piece of cord ; let one end be fastened by a nail in the circle, and the other formed into a loop ; the circle can then be marked with a nail or any other pointed instrument. Various materials are employed for marking them permanently. Some use strips of brass ; others brass nails with flat heads, driven closely all round, the heads being sunk into the boards. This plan on the whole appears to answer better than any other.

If brass nails or strips be thought too expensive, common

(1) We regret very much being unable to give the diagrams illustrating how the circles should be made. (Ed., J. E.)