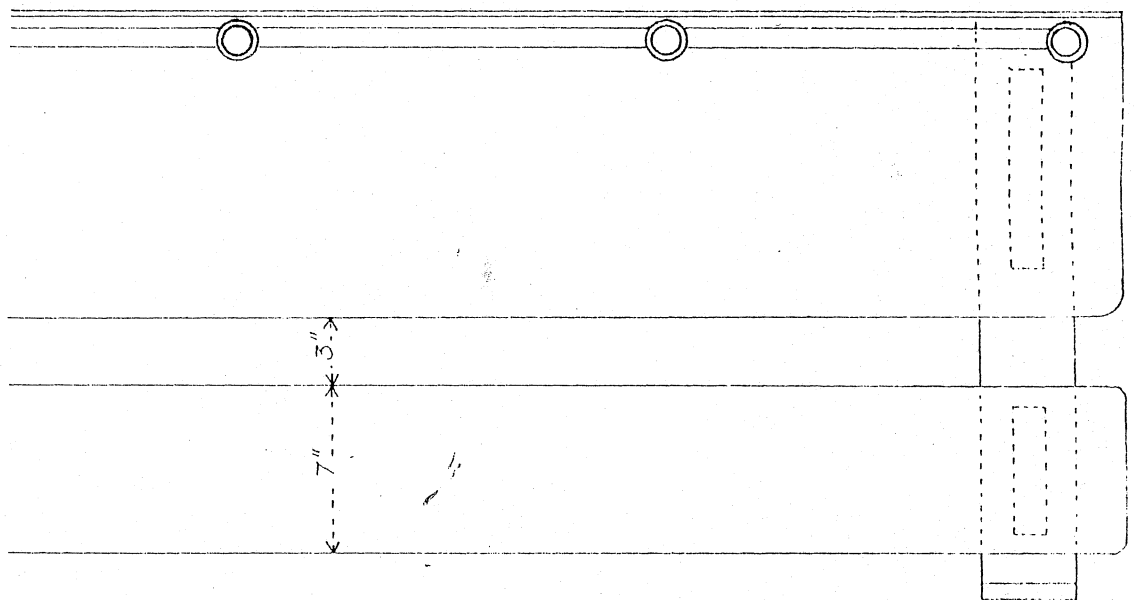
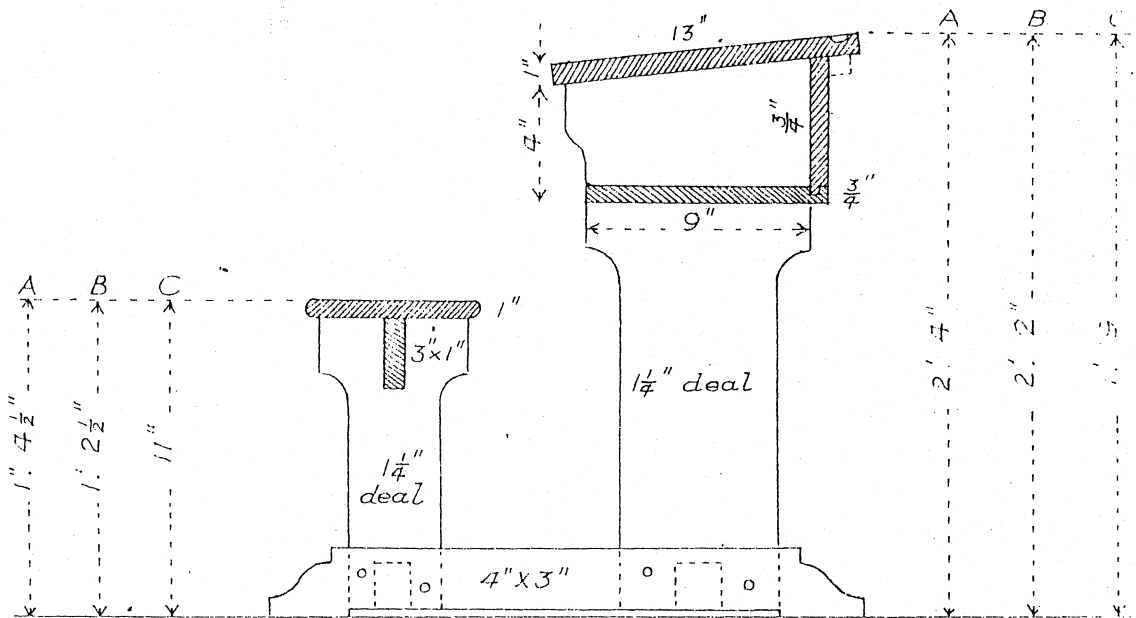


adjacent schoolrooms. The
 wn galleries was, of course,
 children above the infant
 ated at desks, leaving the
 s lessons. This, it will be
 arly implied by the English
 . 13, 17). Although the Vic-
 ways included classroom area
 ling to the ten square feet per
 lassrooms to be permanently
 e Mount Pleasant plan the
 state-wide, one-third of the
 en a calculation on the desk
 olrooms, allowing eighteen
 ch is more than two-thirds
 commodation. On this basis
 een used when required and
 rs earlier by Wilderspin and
 of these twenty-foot-square
 , whereas from then on this
 lass was meant to be perma-

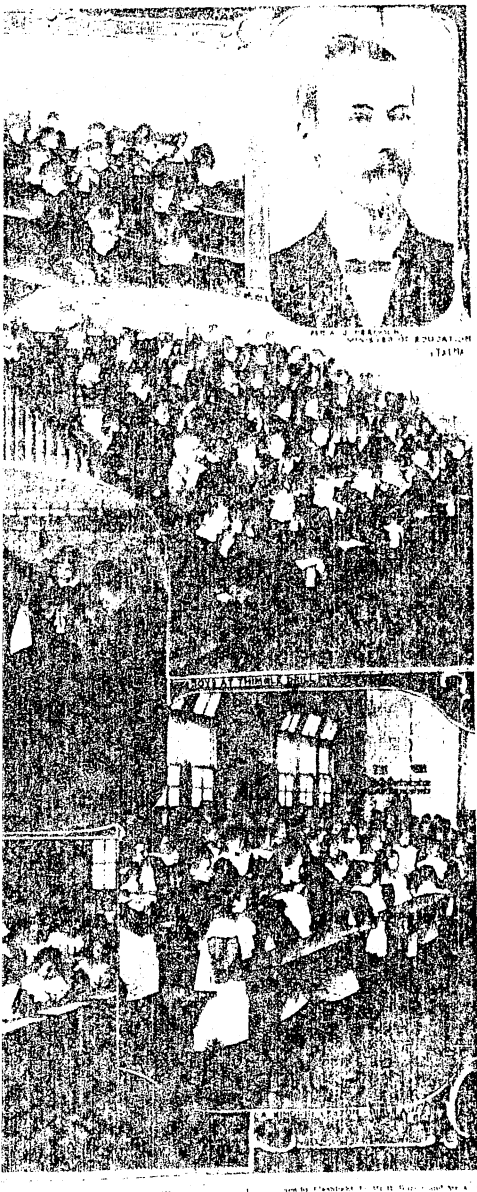
set this arrangement: first,
 ury State school fluctuated
 n Department was prepared
 e over a long period to rise
 ight square feet before agree-
 odation. Then, as at South
 and Alexandra in 1891, the
 all the galleried classrooms
 changes of pupils made re-
 , the problem did not arise,
 majority of schools had an
 heir stated capacity.¹⁷
 e nineteenth century were
 ks as shown in the working
 graphs of a school interior
 ctice these stood on raised
 than the last [122]. They
 s starting at six feet and
 welve feet in eighteen-inch



Half Plan



Section



stages. Twelve- and nine-foot lengths were the commonest in the larger schools and, after allowing the usual three- to six-inch and eighteen-inch intervals, determined the commonly met room lengths of sixty-five feet (five desks each twelve feet long), fifty-three feet (four of twelve feet) and fifty feet (three twelves and one nine). Mount Pleasant is atypical in this respect.

The photographs of interiors [125], although of another school and taken many years later, do reveal characteristics entirely consistent with the period under discussion. Notice particularly the hats and coats hung on pegs along the back and side walls; no separate rooms were provided for the purpose. Also observe that the walls are unlined. Original drawings of all the bigger schools show a ceiling, but no indication of any other lining. Instead the bricks were distempered (or 'coloured' as the nineteenth century called it), a not very satisfactory procedure as the surface so produced was not washable and the pigment soon rubbed off where the children brushed against it.¹⁸

In spite of the available blank spaces on either side of the fireplace, wall blackboards were attempted in only a few schools. At Port Fairy, Gravel Hill, Taradale and Castlemaine these were of coloured cement, while in Hawksburn and Yarra Park slate slabs were fixed to the walls. The easel blackboards which continued in general use were probably better suited to the usual long schoolroom with its two or more classes and their teachers, although the wall type were still sometimes advocated.¹⁹

Externally Mount Pleasant displays many features typical of the mid-seventies state school [126]. Of these the rusticated bluestone foundation is the most ubiquitous. It was sometimes built under a separate contract and only in cases where bluestone was unavailable or prohibitively expensive would the Department agree to the use of another type. When no suitable stone was available foundations were reluctantly constructed of brick with concrete footings. The attachment to bluestone probably went beyond practical considerations of strength and durability; its dark colour and rough hewn face actually expressed these very desirable qualities and, at the same time, made a satisfying contrast of colour and texture with the brick walls above. In most