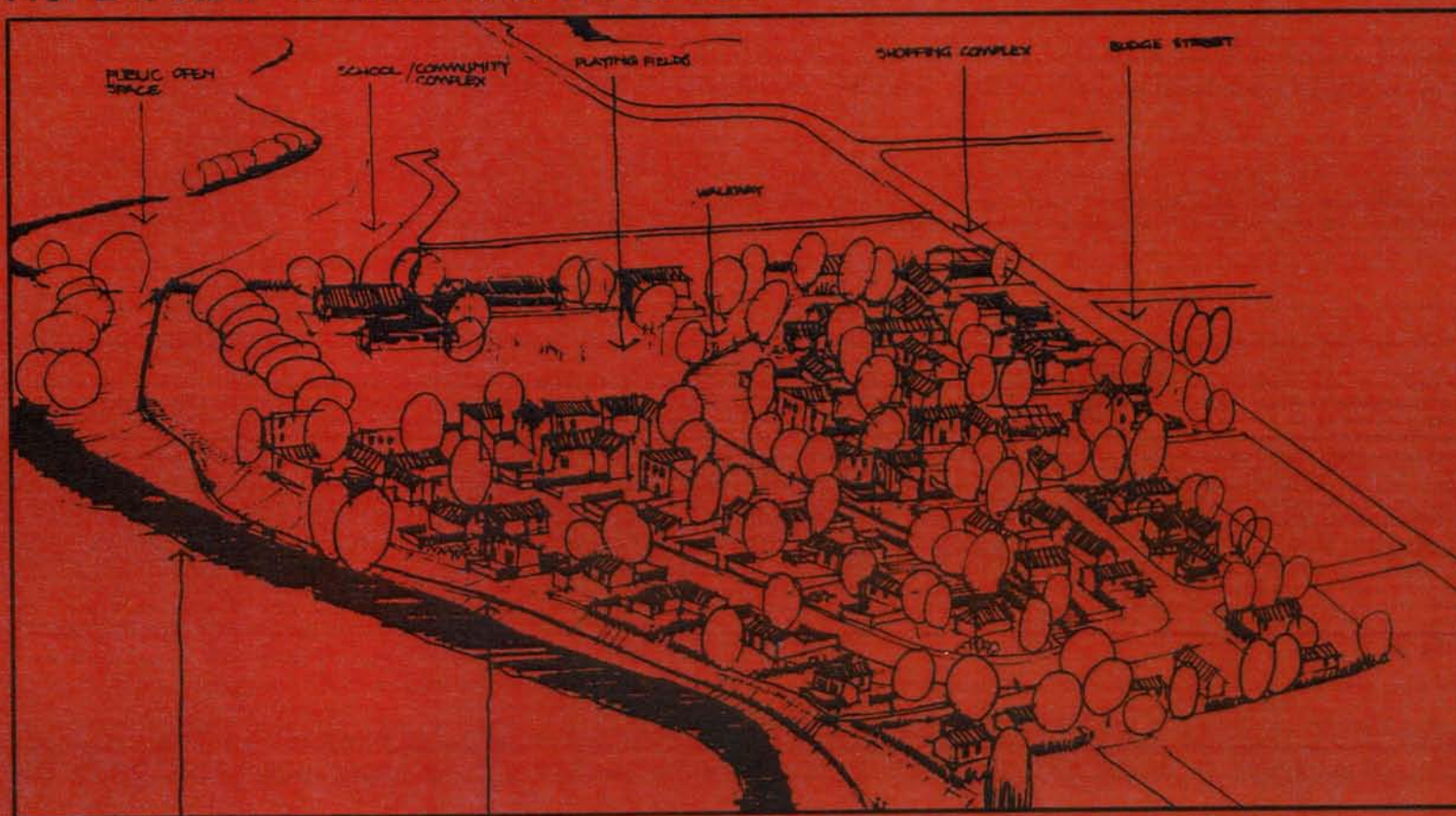


# RIVERSDALE

A COMPREHENSIVE DEVELOPMENT PROPOSAL.

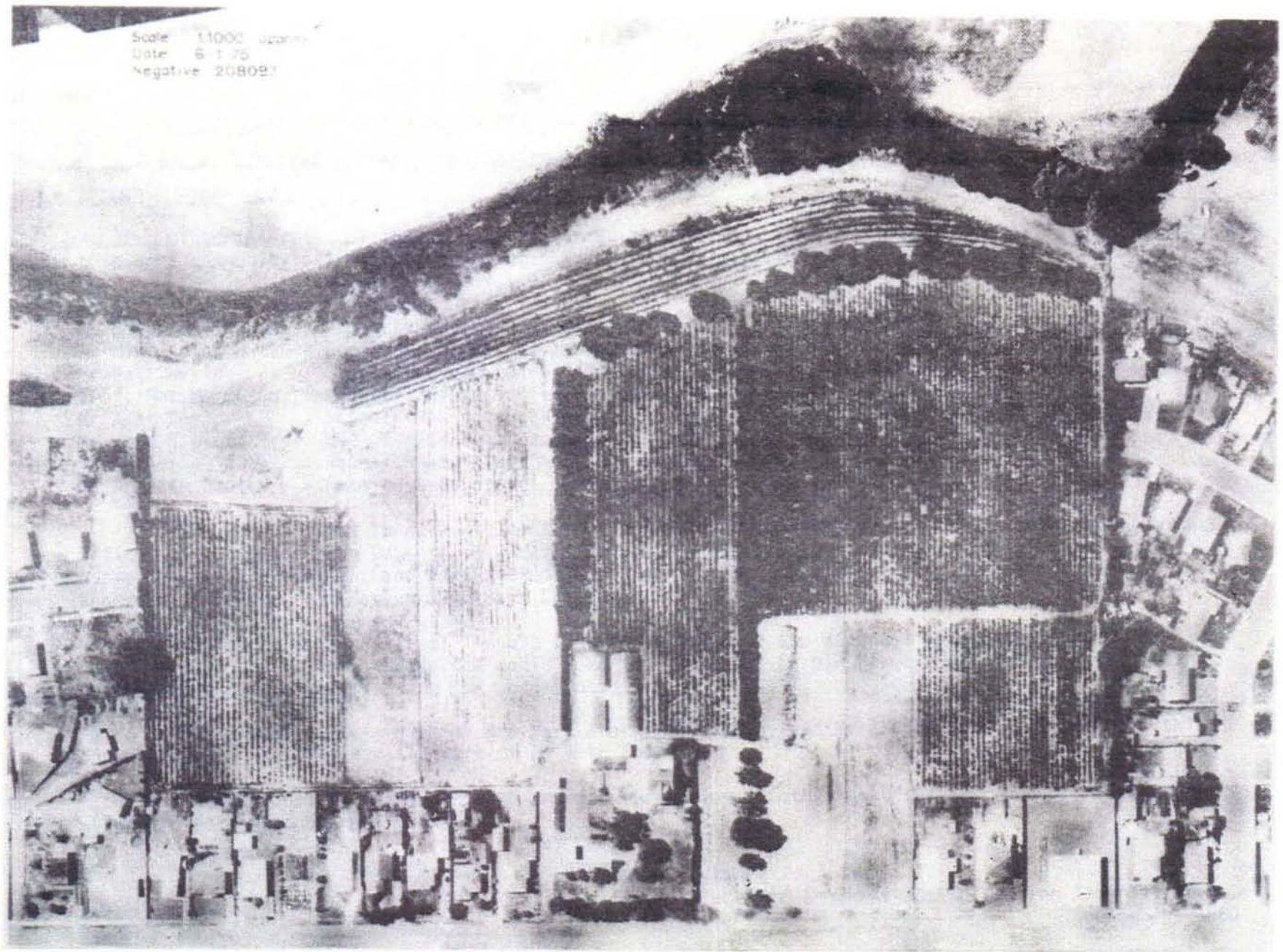
P.J. Devlin. Bulletin number 32.



Department of Horticulture  
Landscape  
and Parks

Lincoln College, University College of Agriculture





Bird's eye view of property



## LINCOLN COLLEGE - RIVERSDALE PLANNING GROUP

### ACKNOWLEDGEMENTS

This interdisciplinary group was formed at the request of the property owner Ralph Ballinger to plan a community oriented development. The members are as follows:

Mr Ralph Ballinger	Property owner, Blenheim, horticulturist
Mr Mike Cole	Development design, landscape architect
Mr Pat Devlin	Social survey, recreation sociologist
Prof. Mac Morrison	Adviser, Professor in Horticulture, Landscape and Parks
Mr Alan Taylor	School-park proposal, Lecturer in Community Education
Mr John Taylor	Use of reserves, Lecturer in Parks
Ms Adrienne Young	Research assistant in Parks and Recreation
Ms Annette Scott	Data co-ordination

The Group wishes to acknowledge the co-operation and assistance of Mr Phil Clarke, Recreation Officer, Blenheim Borough Council, Mr Trevor Le Comte, Town Planner, Blenheim Borough Council, Mrs C. Neame, Riversdale resident and her Riversdale resident colleagues, and Mr David Paul and the senior Geography students from Marlborough Boys College.

At a more personal level I would like to acknowledge the kindness and hospitality of the Ballingers to the Planning Group and would like to single out Carole Neame and David Paul for their considerable help with gathering the social data.

I would also like to thank Mrs Mary Thorn for typing, and Mr Trevor Young for printing this document. All sketches are the work of Mr Mike Cole.

The responsibility for writing and interpretation of other than the introductory contributions which are acknowledged, remains with me.

P.J. Devlin  
Senior Lecturer in Parks and Recreation Administration.  
September, 1980

Cover design  
Ms Marg. Meys.

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## GENERAL INTRODUCTION

This document is my final report to the Lincoln College Riversdale Planning Group and in particular to Mr and Mrs R. Ballinger. Ralph and Pat Ballinger are people of enthusiasm, vision and concern. It is this third quality - concern, that has led them down a four year path of continuing frustration in their plans to combine a property development with community needs. They are part of the community, they have been a 'part' of the land that has sustained them physically over their business lives. It is their intention to ensure that changes in this land-use will continue to fulfil their beliefs and philosophy as well as its economic potential. They will continue to move in these directions and this report does, I believe validate the goals and objectives of the Balingers. It is presented in four parts:

1. Statements of the Planning Group - the intent.
2. The Social Survey: Description, needs and wants.
3. Attitudes, beliefs and realities.
4. Conclusions and suggestions for future directions

It must be remembered that this report has the advantage of hindsight but it would be unethical to modify or colour previous interim reports because of this. Opportunity will be taken in the final section to comment briefly on progress to date while looking ahead to future possibilities.

## GETTING STARTED

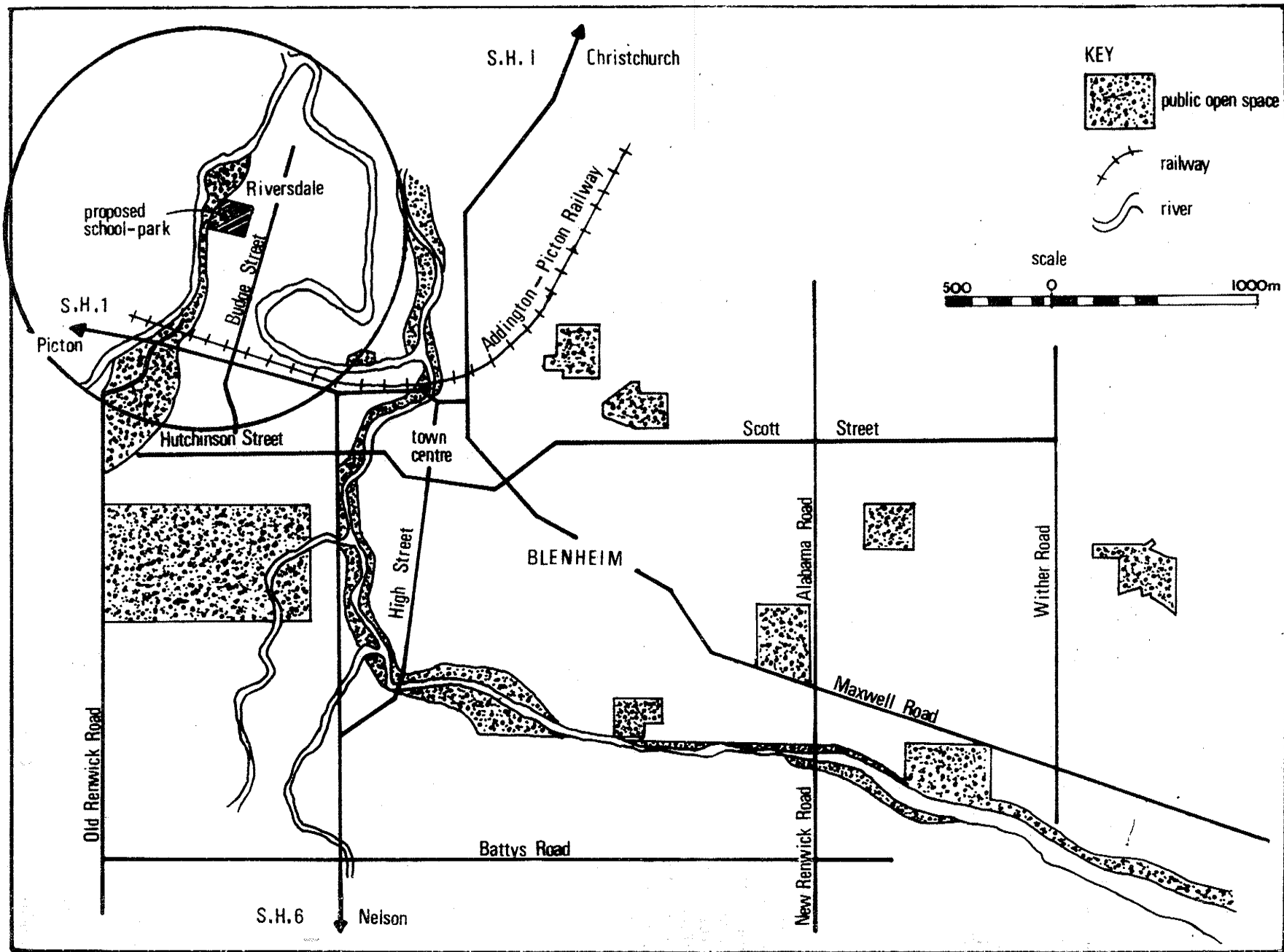
### Overview

In mid 1977 Mr & Mrs R. Ballinger of Budge Street Blenheim asked the Department of Horticulture, Landscape and Parks, Lincoln College, to advise them on future development of their property which currently produces vegetables and fruits. Part of the ten hectare property had been designated for a future primary school and the owners were enthusiastic that any residential development should be totally integrated with the existing and potential open space and community facilities that would result if a school - park concept was accepted by the Wellington Education Board for when, and if, a school was built. Riversdale suburb does not have any public buildings, churches or developed sporting facilities. Such a concept as outlined above was therefore envisaged as a development which would serve a much-needed integrative function for the Riversdale community as a whole.

### PREPARING THE CONCEPT

Members of the Planning Group through formal and informal discussions drew up and co-ordinated their ideas which were presented at a seminar for interested groups and individuals. While social information was included in the seminar it has been kept separate from the statements which follow.





Open space relationships

## PART ONE

### STATEMENTS OF THE PLANNING GROUP: The Intent.

The proposal as we see it - Pat and Ralph Ballinger

#### Owners situation

Our property, a horticultural holding of almost ten hectares, is the only remaining substantial area of land in Riversdale to be developed. Riversdale is a well defined residential area of Blenheim lying within a horseshoe-type loop of the Opawa River, and has only one road access leading from the suburb to the town centre.

#### Planning situation

The Blenheim Borough Council's "Statement of Planning Objectives and Policies Document of the First Review of the District Scheme" (hereafter called District Scheme) proposes urban development on our property. Part of this proposed development includes a primary school site which the Wellington Education Board wish to buy, even though the school may not be built for a number of years.

#### Planning problem

The present population of Riversdale is approximately 1300 people living in 400 homes with a planned increase to around 2000. It is unfortunate that to date Riversdale has had no public buildings or fully developed neighbourhood park. As a result there has been little opportunity for residents to carry out community type activities in Riversdale. It is our

wish that in the planning of our property for residential purposes, the best use is made of our land in meeting these social and recreational needs as well as creating a desirable living environment for new members of the community.

#### Proposal

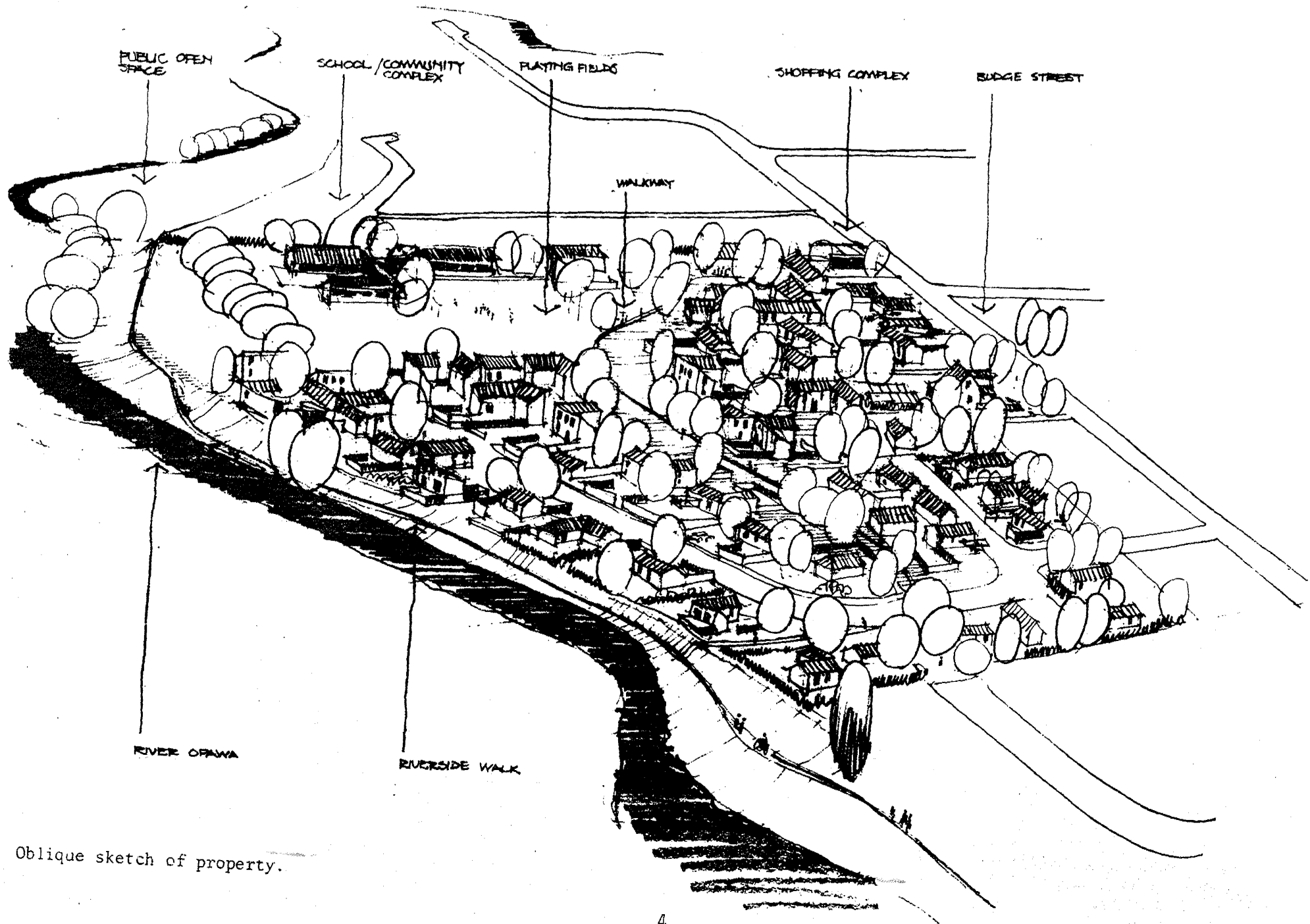
It would be a great asset to Riversdale residents if the proposed school site could be developed as a community facility before the primary school is built. We envisage the development of the area for recreational purposes and the erection of a multi-purpose community building. In the long term both the land and buildings would be put to their fullest use by combining both school and community facilities. The present shop would be adjacent to such facilities thus providing for a comprehensive neighbourhood centre as envisaged in the planning objectives of the District Scheme. Walkways along the river and through the new residential development would link up with this central area.

#### Social survey

The planned centre is for all residents of Riversdale. As such, the views of present inhabitants have been sought as an indication of the specific developments which would best suit their needs. By involving the local community from the outset it is hoped that all interested parties will join together in establishing a thriving community centre. A ready example of local community concern is the recent establishment of a children's playground on .4ha of our property.

#### Agencies involved

In planning this development it is proposed to work



Oblique sketch of property.

in closely with the Blenheim Borough Council and their District Scheme. In addition we seek the co-operation of the Wellington Education Board, the Ministry of Recreation and Sport, the Council for Recreation and Sport and the Marlborough Catchment Board.

## SCHOOL - PARK PLAN - ALAN TAYLOR

### Benefits of integrated school-park

The school-park concept represents more facilities for less money. Heightened efficiency in land-use, and co-operation between users, make available expanded community services at a lower total cost to the taxpayer.

### Reconciling multi-use

The combining of a community park with a school creates several dualities. For example, the administration of educational facilities with recreational facilities; the employment of personnel for the school and personnel for the community centre; and financing for "teaching" and for "playing". To understand how these dualities are to be reconciled, several under-lying precepts must be examined.

### Similarities

The interests, impulses, desires and instincts upon which the educational process is founded are identical to those upon which the recreational process is based. Both aim at the necessary physical, intellectual and social growth that equips children for a satisfying adulthood. Therefore, with identical

bases, the educational and recreational systems are, by nature, united. They should be planned together and maintained together. That in effect is the school-park plan.

### How it works - community building

A community building is established on land jointly provided by a local authority and education board. The building becomes a 'centre' for those community activities which require indoor space while the open space provides for outdoor recreation of varying types. Changing rooms and administrative space are provided in the multi-purpose community building.

### Primary school

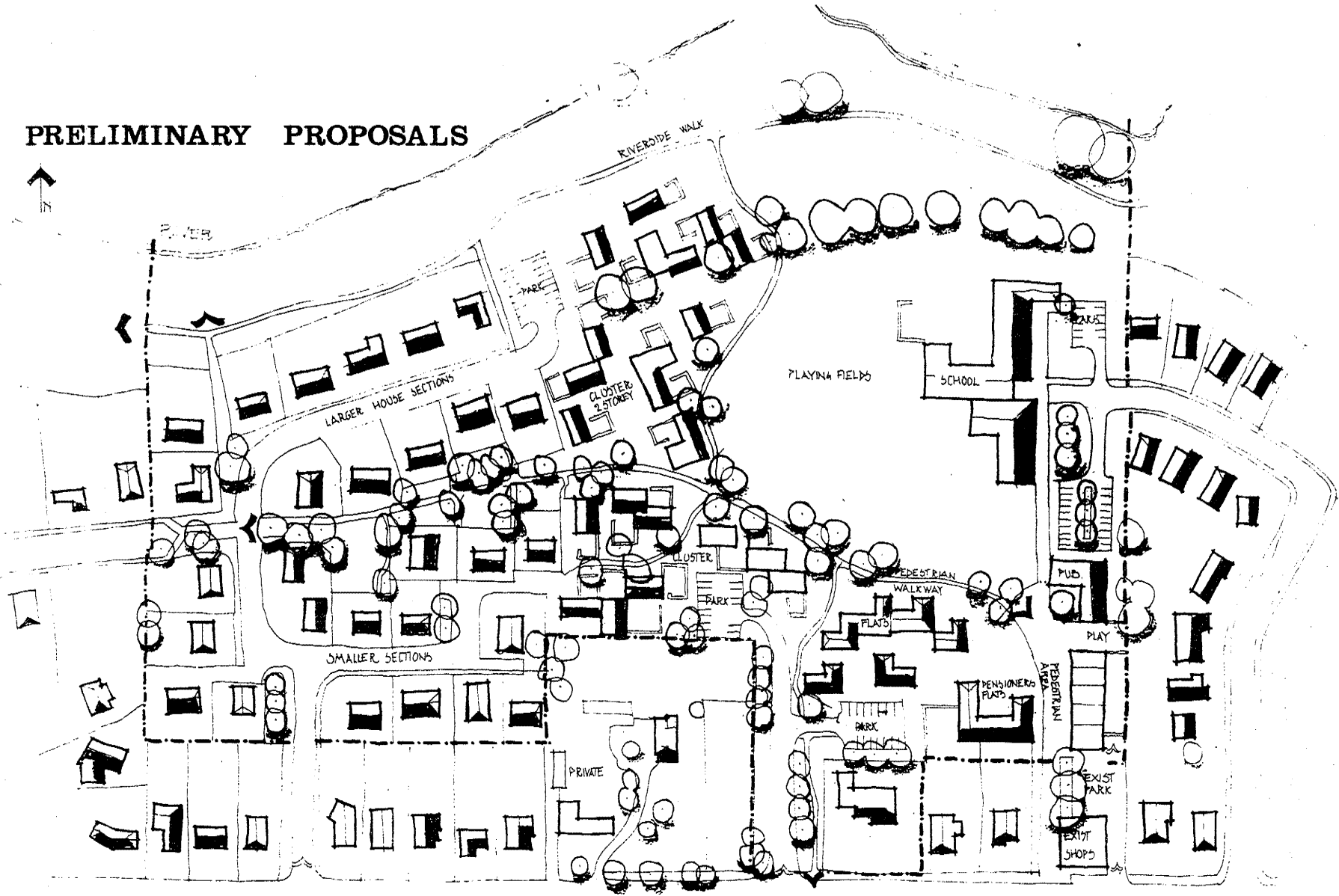
Eventually a primary school is built on the site which would further maximise the community building and open space. A community school develops.

### Co-ordination

The co-ordinated use of all community resources, facilities and services is essential to the maintenance of sufficiently varied leisure services to meet foreseeable present and future demands.



# PRELIMINARY PROPOSALS



Design proposal.

## USE OF RESERVES - JOHN TAYLOR

All too often subdividers of land wish to maximise profit with the least amount of complication and litigation. The Riversdale project is not a simple subdivision in that it is designed to integrate a new housing settlement with an existing community, with sensitivity to social factors. It must, however, be an economic proposition if the concept is to be adaptable to other urban developments.

### Reserves contribution

In all subdivision of land, owners must make a reserve contribution to the local authority. This contribution generally takes the form of either

- i. 10% of the total subdivided land being set aside for future reserve; or
- ii. a cash contribution, equivalent to the value of the land, to the local authority.

In some areas further reserve land is not required. Thus the reserve contribution may be used to purchase land in a locality which is underprovided with public open space. Alternatively the reserve contribution may be used for improving existing reserves in the area.

### Co-operation

Central to the Riversdale project is the purchase of land by the Education Board to meet future schooling requirements in the area. The project envisages the development of joint school and com-

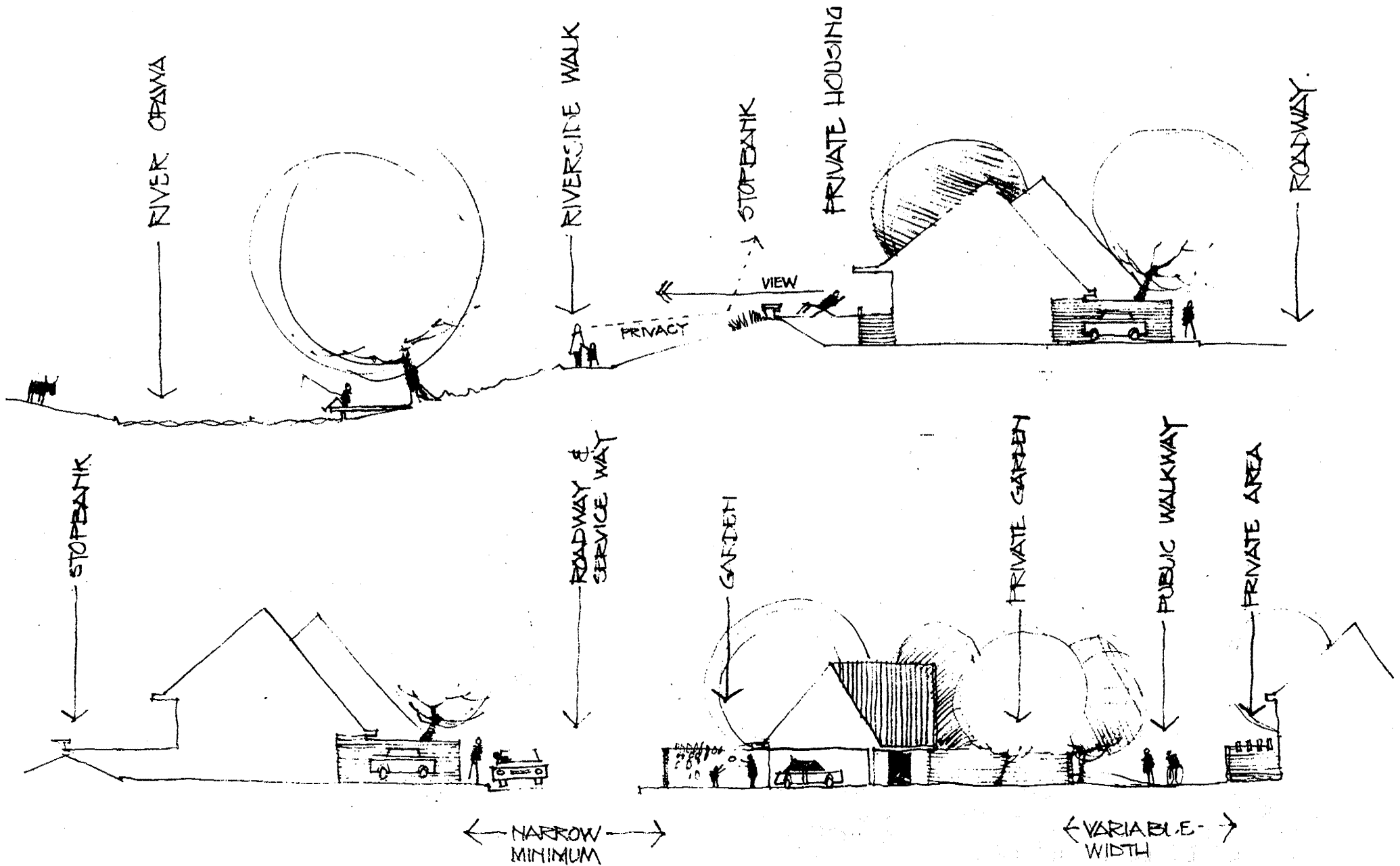
munity facilities on this land. The open space requirements will be met by the community/school complex together with adjacent reserve land already owned by Blenheim Borough Council. Such co-operative administration of open space in the public interest will clearly be a highlight of this development.

### Additional open space

In Riversdale because of the proposed dual use of Education Board financed land, for public open space as well as the primary school, the owners reserve contribution becomes available for additional open space. This open space will take the form of walkways and associated lineal open space through the residential development.

### Improvement to reserves

The Blenheim Borough Council agrees in principle to maintain open space in Riversdale as a Borough facility. As well as this the use of reserves funds now held by the Council could be used to ensure the early development of these open space facilities.



Accessways and housing in profile.

## RESIDENTIAL AND OPEN SPACE DESIGN - MIKE COLE

### Major objectives

The wishes of the people of Riversdale have been combined with good planning to produce the design proposal which rests on five major objectives:

These are:

- i. to encourage through physical design the integration of community social networks;
- ii. to integrate the various proposed land uses into a cohesive open space network.
- iii. to ensure that the most efficient use is made of the land available for different purposes;
- iv. to protect natural systems; and
- v. to enhance the visual aspects of the environment.

### Design objectives - open space

These major objectives are translated on a more detailed level into design objectives. Design objectives concerning open space and existing site components are:

- i. the protection of water systems, drainage, aquifer recharge and flood control;
- ii. the protection of trees and other significant vegetation;

iii. to enhance and develop the landscape characteristics of the site;

iv. to incorporate all community open space requirements into a cohesive inter-connecting pattern of public and private space; and

v. to connect open space networks within the site to existing and proposed areas beyond the site.

### Residential development

Design objectives concerning residential development are:

- i. to encourage cluster housing development;
- ii. to minimise pedestrian/vehicle conflicts through segregation of routeways;
- iii. to reduce apparent vehicle scale;
- iv. to ensure there are individual gardens and privacy for each unit;
- v. to ensure maximum building orientation for sun and shelter; and
- vi. to ensure each unit has pedestrian access to the school, community centre and shops.

### Policies for open space

Open space should link harmoniously in a visual system. The components which make up the open space network are private gardens, communal open space, footpaths, roadways and parking, services, and play areas.





Pedestrian space at proposed shopping centre.

### Private garden

The basic function of garden space is to provide a private outdoor room which insulates the house from neighbouring houses and passers-by. Aspect, enclosure, size and use form the major design considerations in private gardens. Uses include sitting and entertainment areas, play space, gardening, storage and clothes drying.

The garden forms the transition between the house and either footpath or road (see diagram). Visual integration between garden, house and public space should be an important concern.

### Communal open space

Provision of communal open space is necessary to ensure adequate privacy, sunlight, access and amenity. The design of public open space is directly related to the type of residential development. For example, where there are small children, play areas should be formed from small semi-enclosed spaces adjacent to residential users; pedestrian space should be sensitively designed around focal points such as shops, community buildings or the river. All the major site attributes such as trees, hedges and topographical form should be retained where possible.

All communal open space is part of a network of pedestrian routes linking home, school, the river and community open spaces with the Borough.

### Footpaths

The footpath/walkway/cycleway forms an important element within the development. It provides a safe open space linkage which connects the smallest private garden with the largest public space in a series of interesting and visually stimulating sequence of spaces. The

major footpath crosses only one road as it traverses the site whilst other links interconnect different housing groups, community buildings and recreational spaces.

### Roadways and carparking

The road provides vehicle access to garaging which in turn services dwellings. Generally the motor vehicle commands large areas of open space in road carriageway, parking, turning circles etc. Within a pedestrian orientated project it is essential that the apparent scale of these service areas be reduced. Reduction of road widths and building setbacks, provision of garage courts and careful manipulation of buildings and trees should assist in creating cohesive pedestrian scale space.

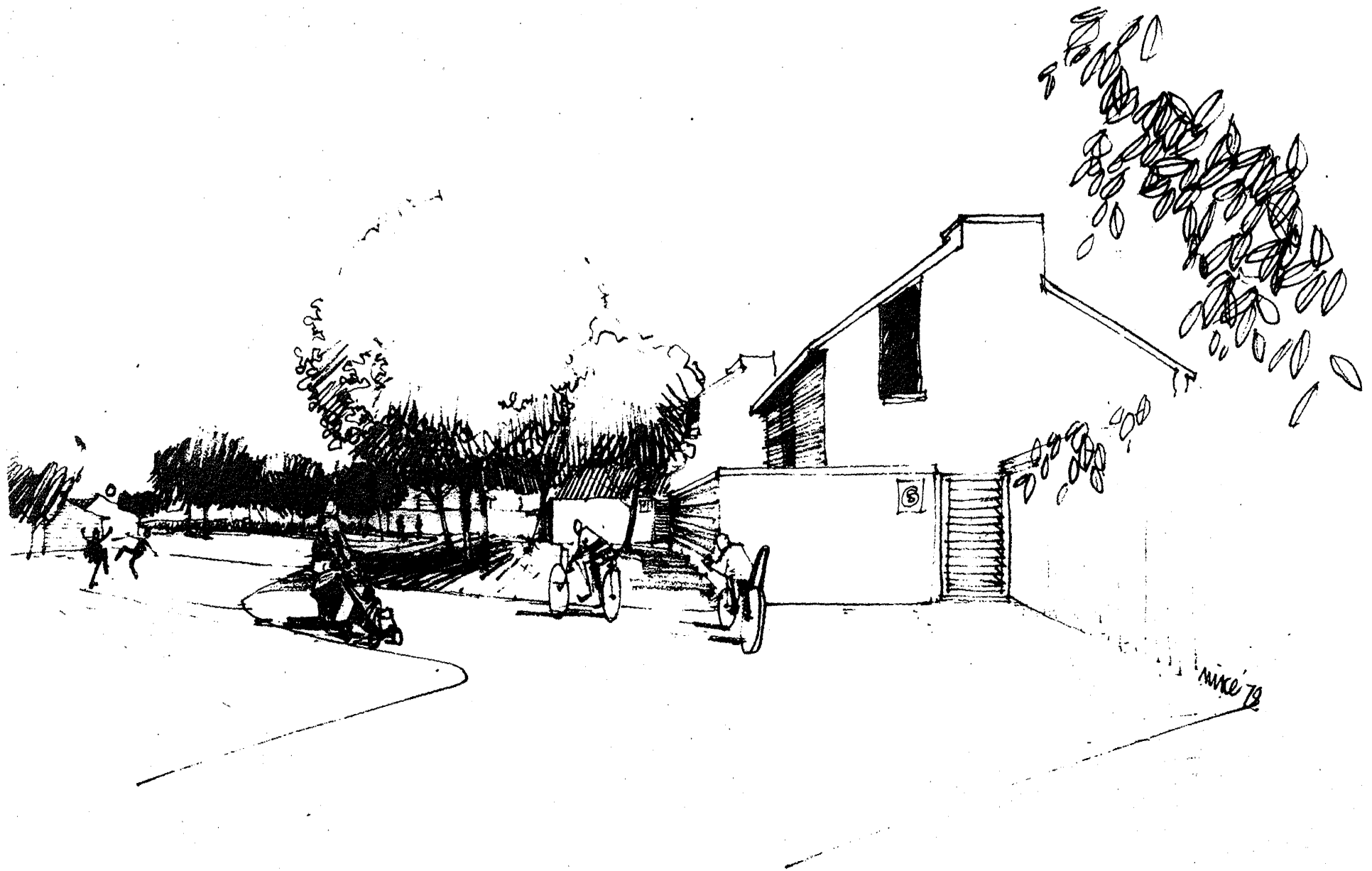
### Services

The provision of utility services is another source of inappropriate scale in a pedestrian oriented development. Power and telephone lines should be buried underground. Public space lighting should be discreet.

Requirements for play space differ according to age. Within such a small scale development it would be impossible to provide scope for all types of play but the differing types of open space would provide a variety of opportunities for play. On the riverbanks and walkways, well designed play spaces will provide security for the toddler while the school and nearby public park provide for more formalised recreation activity.

### Policies for residential development

To ensure variety of building type, age structure of population, and open spaces (private and public), the following mix of unit types is suggested :



Walkways have a variety of uses for example, play, walking, cycling and socialising.

- 15% \$35,000 - \$50,000 houses on individual section <sup>1</sup>.
- 30% \$25,000 - \$35,000 houses on individual section
- 30% townhouse or cluster type housing with shared access courts
- 15% flat type accommodation with shared private areas
- 10% local authority pensioner housing with sheltered courts and facilities.

#### Phasing

To assist the phasing of development it was decided not to totally intermix housing types but to group differing housing types. This will enable land purchases and co-ordinated building programmes to be undertaken separately.

#### Co-ordination

Landscape Architectural control over the development is essential if the project is to be visually integrated. Architectural control over building types is desirable. Local authorities must be willing to manage and maintain open space. The project also depends on the Education Board allowing multiple use of its land and buildings by the intended and existing community.

If this project is to be successful it is essential that all groups involved be prepared to rethink traditional and current approaches to residential developments and land-use.

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1. These figures are those suggested for 1978 economic conditions and should be re-calculated as appropriate for 1980.



## PART TWO

### THE SOCIAL SURVEY : DESCRIPTION, NEEDS AND WANTS

The report which follows has been prepared to provide the Planning Group with social information but will also include some descriptive data to provide a perspective and setting for the study.

#### Location and Description

Riversdale is a suburb of Blenheim. The 1976 census returns show Blenheim's population as 17,156 of which 1,050 live in Riversdale.

Blenheim is the principal urban, educational, commercial, servicing and medical centre for the Marlborough region. Its population increase during the last census period was exceeded only by Auckland, Northland and the Bay of Plenty regions<sup>1</sup>.

#### Historial

A report written in 1956 by Mrs Barbara Murray (nee Cresswell) suggests that up until 1916 Riversdale was one large farm. At this stage it was purchased by a syndicate and sub-divided for

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<sup>1</sup>. This information is paraphrased from p3 of the "Statement of Planning Objectives and Policies" Document which is part of Provisional District Scheme of the Blenheim Borough Council (Nov. 1977). Henceforth it will be referred to as the District Scheme without inferring that information and page numbers quoted correspond to the current version of the District Scheme.

closer settlement by 24 owners who set up small farms. After World War II Riversdale started to develop as a residential area and by the mid-fifties had 78 houses. Even at this stage many of the residents were still producing fruit, vegetables, flowers or dairy produce as well as working at regular jobs in Blenheim. Rapid housing development during the sixties and early seventies has replaced most of the production areas with housing and at the time of this survey there were 396 houses. The only substantial area of open land remaining is the Ballinger property.

#### The Borough District Scheme

The Planning Group's belief that its general concept would be sympathetically viewed by the Council's planners and administrators is supported by the philosophy and objectives developed in the provisional District Scheme. Many of its conclusions are significant to this report and provide a charter for the Planning Group's concept of a community school-park development. In noting that provision for open space must be part of all future developments it seeks a balance between growth and development to sustain a 'quality of life'. It points out (p5) that "each neighbourhood should have a focal point and the most obvious one at this stage are the existing State primary schools". As has already been pointed out, Riversdale has no focal point which can act to promote recreational opportunity or a sense of community close to home. Growth on the one hand and appropriate developments to foster 'quality of life' have not kept pace.

However, the scheme recognises the situation as identified by the Planning Group and while referring to the existing Mayfield School isolates the Budge Street East Area (viz. Riversdale) as one of the "fastest

growing areas in the Borough where there is potential in the short term for a further 800 people. When the future primary school is established in the latter area a neighbourhood centred on this would be logical. Moves have already been commenced on the initiative of a local land owner and residents of this area to provide a local children's playground."

It seemed clear to the Planning Group that a mandate already existed through the District Scheme for the school-park concept. It draws together a number of salient points which are paraphrased as follows:

1. The expectation that Blenheim will continue to grow and develop.
2. That planned open space development is essential.
3. That public participation in planning is to be encouraged.
4. The desirability of making neighbourhood schools community focal points.
5. The rapid expansion and population potential of the Budge Street East area.
6. The possibility of a future primary school being established in this neighbourhood.
7. The existing goodwill and initiative already demonstrated which indicate community support for any venture designed to promote multi-use of educational and recreative facilities for the benefits of the whole community.

In concluding this section it is relevant to note in full that the KEY PLANNING GOAL of the Blenheim Borough Council is:

"To promote and safeguard the quality of life of the residents not only in their individual capacities but also as members of the whole community so that Blenheim continues to be a pleasant place in which to live, to learn, to work and to play".

This report accepts this goal and the preceding summary as a guide to both its general and its particular recommendations. It will demonstrate that these and other planning statements<sup>1</sup>, are supported by the great majority of Riversdale residents, and in their detail provide positive guidelines for proposed developments within this suburb.

Going out of the suburb to work notwithstanding, Riversdale residents must always look to wider Blenheim for all areas of fulfilment not directly oriented to their household and section.

#### THE RIVERSDALE SUBURB

The Riversdale suburb is unique in that it forms an enclave largely isolated by the Opawa River. Exceptions to this are a footbridge linking up with Dillon's Point, and Budge Street itself, which provides the only major access. Consequently, Riversdale residents must currently look outside their own neighbourhood for the great majority of their activities. A sense of 'community'

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1. Other planning statements put forward in the District Scheme, refer to the use of open space, neighbourhood shopping zones, choice of housing types for people at all stages of their lives, community use of schools and provision of walkways and cycleways.

in its widest sense of interaction, fulfilment and belonging, is not being realised in the qualitative depth suggested in the Borough's KEY PLANNING GOAL. In-depth enrichment should be available close by in their own neighbourhood and with their own neighbours.

#### THE PROPOSED RIVERSDALE COMMUNITY DEVELOPMENT

The Ballinger proposal is a product of five major factors:

- i. The imminent change over of existing property in Budge Street from crop production to residential.
- ii. The designation of part of this property as a site for a future primary school.
- iii. The juxtaposition to this property of several hectares of Council reserve by the Opawa river.
- iv. The enthusiasm of the property owner to see his property developed in ways which would fulfil community objectives rather than solely to meet business related objectives.
- v. The enthusiasm and dedication of a core of local people who supported the recently established children's playground which is part of this property.

The development is therefore seen as one in which a housing development is designed to maximise use of open space, to encourage a demographic spread of new residents, and to integrate with and extend existing community networks. Critical to this development would be the purchase by the Wellington Education Board of the designated land and the establishment

thereon of a combined education - community facility. Use of such a building will be elaborated upon later in this report. Finally, the use of the school grounds and adjacent reserves and river banks would provide an unparalleled facility for the passive recreation activities which are clearly valued by Riversdale residents.

In summary, it can be stated that a high degree of optimism marked the work of the Planning Group. All parties to the development proposal had been kept well informed through personal contact or the press and seemed fully supportive if understandably cautious. The next requirement was to probe the beliefs, attitudes and concerns of the Riversdale residents themselves and in particular to establish a profile of their needs, wants and recreational activities and their thoughts on community.

#### THE SURVEY

Local members of the Planning Group and senior geography students from Marlborough Boys College were invited to contribute items or ideas for the questionnaire which was compiled at Lincoln. It sought information in the following areas:

- i. Travel and access
- ii. Shopping
- iii. Recreational and leisure activities
- iv. Attitudes to the establishment of a community centre and allied facilities.
- v. The ways a community centre might be used.
- vi. Demographic information and residential history.

## METHODOLOGY

The principal method of gathering quantitative data was thus by questionnaire. These were hand delivered by local residents and senior College students. Generous publicity by the local newspaper ensured that residents were well prepared for it and a few days later, completed questionnaires were collected. Confidentiality was ensured by the provision of an envelope in which completed returns could be sealed.

A second method employed was the use of semi-structured interviews some months after the initial survey. The results of this will be discussed towards the end of this report.

Questionnaires were hand delivered and collected by senior college students during the second week of November 1977.

## RESPONSE

Number of houses in Riversdale	=	396
empty houses	6 )	= 13
absent on holiday	7 )	
Optimum possible response	=	383
Not prepared to accept survey	=	5
Surveys not returned	=	15
Surveys returned but not useable	=	13
Useable surveys	=	350
Response rate	=	91.38%

The rate of response has been calculated on the maximum possible number of responses during the second

week of November 1977. An informal check on the nature of non-respondents indicated that they were typically from one of two groups. Either they were elderly and believed that the scheme would have little meaning for them, or they were very new to Riversdale, often with no children and believed the scheme had no meaning for them as yet.

Notwithstanding the problem of validation of the characteristics of non-respondents or those whose questionnaires were incomplete and un-useable, the level of confidence for the majority of the response items is high and provides an excellent base from which to generalise on planning issues within the community.

## RESULTS

While the Riversdale pattern appears to differ from the census figures for Blenheim and New Zealand, census results (100%) and survey results (91.4%) cannot be compared. It has been pointed out above that the structure of the 8.6 percent of non-responses or un-useable questionnaires were either elderly or recently arrived couples and it is tempting to suggest the differences would be rather slight given this smoothing effect.

	Blenheim (1971)	Riversdale (1977)	New Zealand (1971)
Chn. Pre-school	10.4%	11.3%	10.4%
Chn. School age	20.4%	24.9%	20.9%
Young Adults	8.4%	9.1%	9.1%
Adults - 20-64 years	50.1%	47.0%	50.1%
Retirement Group	10.2%	5.7%	8.5%
Density per household	3.18%	3.37%	



## DISCUSSION

Despite the acknowledged difficulty with the data it is clear that Riversdale does have a youthful population, particularly those of school age and younger. If facilities which cater for young people are to be established the present is an optimum time for this to happen. Overseas research evidence (e.g. Denis Orthner, 1974) supports the view that adequate and fulfilling use of leisure time is essential for family stability. Adequate provisions for leisure use is therefore central to the welfare of any community and the lack of these in their suburb is recognised by Riversdale residents.

## ATTITUDES TO THE CONCEPT OF COMMUNITY FACILITIES

The Planning Group, while recognising that a community facility would almost inevitably be regarded as a "good idea", was nevertheless surprised at the overwhelming support for the concept (97.4%).

Results also indicate support for the construction of community facilities including park and open space development to begin immediately, rather than necessarily being tied to the construction of a school. From prior talks with officials from the Wellington Education Board it is quite clear that no new school is planned in the immediate future for the Riversdale area. It was therefore important that resident opinion on the establishment of communal facilities prior to any later developments be strongly supportive.

Many respondents envisaged a 'first' facility serving pre-school needs as well as fulfilling a variety of functions for other age groups. Such a project,

associated with the development of the designated school property as a park is clearly seen by Riversdale residents as an ideal opportunity for co-operative effort and multi-use planning between local people, local authorities and national government.

It is additionally interesting to note that a number of respondents commented favourably on the fact that a sub-division was being conceived in which planning for 'community' was a forethought rather than an 'after-thought'.

## CONCERN WITH EXISTING PROVISIONS AND FACILITIES

Pre-testing discussions with Riversdale residents suggested that parents were unhappy with both the safety factors and the inconvenience of enforced travel to other areas of Blenheim. The survey therefore included items which sought information on travel to school, access into and out from Riversdale and shopping habits.

Transport to school: Fiftyseven percent of school age children cycle to school, 30% walk and 13% are driven by car. The major concern expressed by respondents was that of children having to cross major traffic ways to get to school and the distance involved especially for young children.

Access: Respondents were almost evenly divided on this question, 46% being satisfied with the access while 44% were not satisfied. Comments of those satisfied linked the 'quietness' of the suburb to its lack of thoroughways, while those dissatisfied pointed out the risk of loss of life if the one vehicle access to the suburb was blocked by road or rail accident.

Other suggestions cited opportunities for improved access such as cycleways, the separation of pedestrian and vehicular traffic, and walkways along the Opawa River.

Shopping: The majority of Riversdale residents (80%) either look to their local shop for most of their everyday needs or share their custom between it and the town centre. A smaller group of 20%, shop either entirely at the Town Centre or at other suburban shops. Comments, both for and against increased competition and greater variety of local shopping facilities are tempered by a concern that any growth is kept realistic. This survey thus supports the Councils District Scheme proposal for neighbourhood shopping zones which complement rather than compete and which are associated with other community facilities. Support for a 'mall-type' facility must ultimately depend on projected number increases when and if further sub-division proceeds. Details of respondents preferences for specific types of shops are available as an appendix to this report.

#### IMPORTANCE RATING OF ACTIVITIES REQUIRING TRAVEL OUTSIDE RIVERSDALE

It is the Planning Group's belief that of the activities which currently require people to travel outside their suburb not all should be duplicated inside Riversdale. These links are part of the vitality of Blenheim as a whole as well as being socially enriching to the individuals and networks concerned. On the other hand, greater

involvement and hence greater enrichment may result if some activities were provided locally. The chart which follows gives activity rankings for residents according to family position, or for age groups and by sex. Fifteen activities only are listed for each group. Full lists will be made available as an appendix.

IMPORTANCE OF ACTIVITIES REQUIRING TRAVEL OUTSIDE RIVERSDALE (Rank Order)

Mother	Father	Adult Chn. 20+	17-20 yr. olds
Church	Work	Youth Group	Fishing
Swimming	Fishing	Swimming	Pool
Tennis	Rugby	Hangliding	Rugby
Work	Boating	Tramping	Swimming
Golf	Church	Horseriding	Cricket
Sport	Golf	Squash	Hunting
Fishing	Sport	Yachting	Golf
Walking	Swimming	Work	Softball
Family Outings	Bowls	Athletics	Shooting
P.T.A.	Socialising	Rotoract	Motorbike Riding
Shopping	Tennis	Netball	School
Netball	Tramping	Tennis	Netball
Visiting Friends	Shooting		Sport
School Activities	Cricket		Tennis
Club Membership	Hotel		Horseriding
13-16 yrs.	6-12 yrs	All Female Chn.	All Male Chn.
Swimming	Swimming	Swimming	Rugby
Rugby	Sport	Netball	Swimming
Cricket	Athletics	Gymnastics	Cricket
Squash	Rugby	School	Soccer
Scouts	Music	Music	Athletics
Soccer	School	Sports	Fishing
Music	Softball	Tennis	Softball
School	Netball	Church	Squash
Netball	Soccer	Horseriding	Tennis
Tennis	Tennis	Girls Brigade	Tramping
Gymnastics	Gymnastics	Brownies and Guides	School
Skateboard	Girls Brigade	Dancing	Scouts
Badminton	Cricket	Athletics	Boys Brigade
Boys Brigade	Fishing	Marching	Hunting
Fishing		Softball	Music

As previously suggested, the 'importance' of activities outside Riversdale could be expected to yield information on their significance for existing social networks. With the notable exceptions of 'church' and 'work', which head the outside activities of adult males and females, traditional sports are the most favoured reasons with swimming being the most important. Adult females activities outside Riversdale also tend to remain in some way oriented to home or family as exemplified by 'work', 'family outings', P.T.A., shopping and school activities which are in the first six most common 'pull' forces which require people to leave their suburb.

Examination of activities by both age groups and sex offers little new information. Traditional involvement with sport as both team and individual pursuits comes through strongly.

Notably absent from the list, apart from fishing and swimming, are activities which would involve an entire family. This factor alone suggests the need for provision of facilities or programmes which encourage family-type active or passive recreative activity.

#### FREETIME ACTIVITIES IN GENERAL

Given the likelihood of some overlap, it was thought important to seek further information on the freetime activities of family members. A methodological problem in trying to assess the importance of freetime activities is that of frequency of participation and time spent at them relative to the subjective evaluation of their worth by individual res-

pondents. While the data do not show this, they do reveal interesting patterns of participation. It is appreciated that there will be some differences of opinion over what is passive and what is active and it is the prerogative of the reader to make his own decision in these cases. A summary of the six 'most mentioned' activities is given in chart form below.

#### A. Active Recreational Pursuits

Frequency 1 (several times a week)	Frequency 2 (average once a week)	Frequency 3 (average once a month)	Frequency 4 (a few times a year)
Gardening	Gardening	Swimming	Rugby
Swimming	Rugby	Rugby	Tramping
Home Main- tenance	Swimming	Gardening	Gardening
Skate board- ing	Athletics	Tramping	Tennis
'playing'	Tennis	Hunting	Golf
Soccer	Golf	Squash	Hunting

#### B. Passive Recreational Pursuits

Frequency 1	Frequency 2	Frequency 3	Frequency 4
Reading	Driving	Boating	Picnicking
Sewing	Picnicking	Picnicking	Boating
Knitting	Housie	Drives	Fishing
Television	Beach visits	Fishing	Beach visits
Music	Music	Beach visits	(Driving, Cam- ping, films.)
	Barbeques	Barbeques	
	Sewing		

Additional information on the site at which these activities are carried out yields the expected relationship of frequency increasing with proximity. Thus, the most frequent active and passive pursuits take place at home with the exception of swimming which utilises Borough facilities or school facilities.

Frequency two, three and four activities are increasingly undertaken away from home.

### Family Activities

The nine most popular family activities are:

- |               |              |
|---------------|--------------|
| 1. Picnicking | 6. Barbeques |
| 2. Driving    | 7. Swimming  |
| 3. Tramping   | 8. Camping   |
| 4. Fishing    | 9. Walking   |
| 5. Boating    |              |

'Picnicking' as a family activity rates as four times more popular than any of its near competitors. Family activities of the type listed are mostly 'special events' which capitalise on summer weather, weekends and holidays.

Factors which limit family activities such as the increasing cost of travel, lack of transport, restrictive jobs and the lack of local facilities such as a hall or swimming pool were also mentioned.

### Implications from Activity Participation.

The data suggest that Riversdale residents are fully involved with traditional individual or team activities of both an active and passive nature. Leisure activities of a type which might be fostered by a local community facility, are either absent or are undertaken by relatively few people. Hence, the recreative arts and crafts, some indoor sports and hobby-type activities are poorly represented.

The degree to which this is seen as 'real' by residents is examined by summarising their perceptions of ways in which a facility might best be used.

### Desired Community Facilities and Space

The chart below collates the most frequently mentioned activities which respondents see as appropriate within the Riversdale area and the type of facility needed for its practise. A tick alongside the facility indicates the age groups which particularly note such a requirement. The following key is used to indicate age groupings.

1. Pre-School chn.
2. Primary and Intermediate
3. Lower teenagers

4. Upper teenagers
5. Young marrieds
6. Families

7. Older Age Group
8. Elderly
9. Other Groups

Activity	Facility	1	2	3	4	5	6	7	8	9
Play	Equipped Playground	✓								
Pre-school education	Pre-school facilities	✓								
Swimming	Shallow pool	✓	✓							
Picnicking/barbeque	Park lands and facilities	✓	✓	✓	✓	✓	✓	✓	✓	✓
Indoor games area	Hall	✓	✓	✓	✓	✓	✓	✓	✓	✓
Plunket facilities	Room					✓	✓			
Seeing animals	Mini-zoo	✓	✓							
Skate boarding	Special rink		✓	✓	✓					
Roller skating	Concrete area		✓	✓	✓					
Tennis	Courts		✓	✓	✓	✓	✓	✓	✓	✓
Social gatherings	Hall	✓	✓	✓	✓	✓	✓	✓	✓	✓
Training area (sports)	Open space (grass)		✓	✓	✓	✓	✓	✓		
Kite flying	Open space (grass)	✓	✓	✓			✓			
Soccer	Open space (grass)		✓	✓			✓			
'Rough' games	Open space (grass)	✓	✓	✓						
Jogging	Open space (grass)			✓	✓	✓	✓	✓	✓	
Walking	Open space (grass)	✓	✓	✓	✓	✓	✓	✓	✓	
Archery	Open space			✓	✓			✓		
Brownies	Rooms/Hall		✓							
Cubs	Rooms/Hall		✓							
Guides	Rooms/Hall		✓	✓	✓					
Scouts	Rooms/Hall		✓	✓	✓					
Gymnastics	Hall, open space	✓	✓	✓	✓		✓			
Cycling	Cycleway		✓	✓	✓	✓	✓	✓	✓	
Adventure play/ confidence course	Facility and open space	✓	✓	✓	✓		✓	✓	✓	✓
Music/dancing	Indoor area	✓	✓	✓	✓	✓	✓	✓	✓	✓
Indoor basketball	Hall		✓	✓	✓	✓	✓	✓	✓	
Library/reading	Library rooms		✓	✓	✓	✓	✓	✓	✓	✓
Badminton	Hall			✓	✓	✓	✓	✓		



Activity	Facility	1	2	3	4	5	6	7	8	9
Skating (ice)	Rink			✓	✓	✓	✓	✓		
Squash	Court			✓	✓	✓	✓	✓		
Slot cars	Indoor track		✓	✓	✓					
Darts	Games room			✓	✓	✓	✓	✓	✓	✓
Botanic gardens	Parkland space		✓	✓	✓	✓	✓	✓	✓	✓
Model planes	Open space		✓	✓	✓	✓	✓	✓	✓	
Meetings	Rooms/hall			✓	✓	✓	✓	✓	✓	✓
Discussion groups	Rooms/hall		✓	✓	✓	✓	✓	✓	✓	✓
Sitting/relaxing	Seats, shade	✓	✓	✓	✓	✓	✓	✓	✓	✓
Indoor bowls	Room/hall			✓	✓	✓	✓	✓	✓	✓
Hobbies rooms	Rooms		✓	✓	✓	✓	✓	✓	✓	✓
Further education	Rooms/hall			✓	✓	✓	✓	✓	✓	✓
Social/relax	Tea facilities		✓	✓	✓	✓	✓	✓	✓	✓
Bingo	Rooms/hall				✓	✓	✓	✓	✓	✓
Arts/crafts	Rooms		✓	✓	✓	✓	✓	✓	✓	✓
Therapeutic recreation	Facilities for disabled	✓	✓	✓	✓	✓	✓	✓	✓	✓

An analysis of the above activities indicates that the majority are legitimate local or neighbourhood activities. They would therefore readily fit the school/park/community concept which is central to the Planning Group's proposals. At the same time, the data in no way implies that such a facility should be 'all things for all people'. Traditional activities would continue to draw Riversdale residents into the wider Blenheim community.

#### RIVERSDALE RESIDENTS : A DEMOGRAPHIC SUMMARY

Riversdale residents can be described in most respects as generally cross-sectional of New Zealand society. Educational attainment tends to be higher overall and more residents come into the occupational categories of 'skilled' than do national averages.

Seventy percent of residents have always lived in or near Blenheim although 52% have lived in Riversdale for less than five years. A further 15% have lived in the suburb for six to ten years and one third have lived there for more than ten years.

The relatively large number of children less than 12 years old is a feature of the population's age distribution.

#### MAIN POINTS FROM QUESTIONNAIRE SURVEY

A number of points strongly supported by the survey data are of special importance to the Planning Group:

1. The comprehensive support of residents for a

community facility associated with open space development.

2. The depth of support for the designated school site to become such a development and for this project to commence:

- i. as soon as possible
- ii. prior to the need for further primary school facilities but to provide opportunities for pre-school education.
- iii. and to serve community needs in ways which are not currently being met.

Other information such as opinions on access, facilities, mobility of residents are all of importance, but are less critical to this summary.

The next section looks again at some of the issues raised by the data and the subjective assessment of some of the same respondents approximately 10 months later.

## PART THREE

### ATTITUDES, BELIEFS AND REALITIES

The previous sections have established that there is a continuity between the objectives of the Planning Group and the needs and wants of residents as expressed through their questionnaire replies.

It seemed necessary to take this position one step further by seeking more personal information which might help the Planning Group decide on the most appropriate strategies for advancing the project. The literature on 'innovation' strongly suggests that the success of any innovation is very dependent on the 'climate' for its reception and on the lateral rather than a vertical spread of information. By talking with residents it was hoped to establish their current attitudes towards the project, its significance for them, the amount of information they held or had access to, and importantly, the ways in which they shared a confidence in or felt a responsibility towards the proposals. It was believed also that residents would be able to suggest the best ways to spread information throughout the suburb, and finally, we could gather qualitative information on the recreational attitudes and activities of household members. This phase of the survey was therefore expected to provide a qualitative cross-check on the main questionnaire.

### METHOD

Local members of the planning group suggested initial starting points for these meetings. The criteria suggested to ensure a variety of respondents were:

- i. Location and length of residence within Riversdale.
- ii. A range of ages from 16 to 80 years.
- iii. A range of stages within the marital cycle. e.g. young children, grown up family.
- iv. A range of other socio-economic characteristics such as occupation.
- v. Known support or ambivalence for the project.

Although it was hoped that each visit might lead to several others, this was only partially pursued as it became apparent that time would run out before all available respondents had been visited.

A member of the Planning Group had forewarned respondents and then accompanied the interviewer to each of the households, made a brief introduction and then left. The respondents were not therefore inhibited by the presence of a 'local' during the interview. This personal introduction made the interview relatively straightforward, little awkwardness emerging from any of 35 respondents interviewed.

In addition to the formal interviews, several other residents contributed useful information. Interviewing sessions ranged in length from 15 to 50 minutes. Numbers of person within groups varied from one to five.

### RESULTS

#### 1. Current Status of Project.

i. *The initial enthusiasm engendered by the questionnaire and associated publicity has been maintained, but at a modest level.* Effective in this respect, was an organised walk around the Opawa River plus the newsletters - The Riversdale Roundabout.<sup>1</sup> Few of those interviewed went on the walk but all were aware of it.

1. Written and published by the senior Geography students of Marlborough Boys College.

ii. *The follow-up newsletters have been effective in maintaining an appropriate level of interest and information. Only one person had not seen both newsletters, and another had not read them.*

## 2. Importance of Existing Playground.

i. *The success of the Children's Playground is used by many residents as a measure of the need for further facilities.*

## 3. Perceptions of Principal Use.

i. *The principal use for a community building is as a pre-school facility. Most, of those interviewed expressed concern for the children in this age group, claiming it is too far or too difficult to take children out of Riversdale for pre-school activities.*

ii. *The second major area of utility was seen as provision for meetings and getting together. A common comment was simply that there was nowhere to go in Riversdale to meet other than in the informal and unplanned sense of shopping at the local supermarket.*

## 4. Importance of Open Space.

i. *Strong support exists for the extension of the play area into park-like space for general recreational purposes as identified in the original questionnaire.*

ii. *The Opawa River is viewed as an under-utilised asset. This concern was frequently mentioned especially by older residents who remember the river under less controlled circumstances. The*

clearing of the river and the landscaping, and beautification of its banks as part of an open space complex were seen to be desirable.

iii. *The existing Reserve adjacent to the Ballinger Block is seen to be important but is viewed with ambivalence. Some respondents reported this area as having an historical reputation for anti-social or undesirable activities. Generally however, it was seen as complementary to any proposed park development.*

## 5. Use by Older Age Groups

i. *Older people are thought to be generally well catered for. Those interviewed claimed to be content with their lot but would appreciate an opportunity to meet locally. Younger people thought that older residents were well looked after by 'outside' groups such as Senior Citizens, the Victoria League and Church Organisations.*

## 6. Concern for Teenagers

i. *The strongest degree of concern was expressed for the welfare of teenagers. Concern for the recreational fulfilment of teenagers, particularly evening entertainment was strongly expressed. Residents recognise that 'organised conventional sport' is well catered for but teenagers and adults still maintain that 'there is nothing to do in Blenheim'.*

ii. *Respondents were generally pessimistic of any real success in catering for this age group. Reported failures of attempts to provide satisfactory evening entertainment for the 15-18 years cohort seemed to induce despondency among some of those interviewed. While adults maintain that they have a responsibility for this group they report a sense of powerlessness and frustration*

to do anything about it.

## 7. Potential for Recreational Activities

i. *There was general agreement that a community building could serve a wide range of active and passive activities without unnecessary duplication of existing Blenheim facilities.* These included a 'weaving and spinning' group looking for a home; potential for a Sunday school, indoor bowls; housie; badminton; library and reading room. General agreement was found to support the list of activities identified in the questionnaire and tabled in section two.

ii. *Of those interviewed, many did not see themselves using a community facility.* A differentiation existed here between the use of open space and outdoor play equipment, and indoor activities. The former was already within the experience of residents while the latter, except for pre-school activities and weaving is still largely unconsidered within this small sample. The fact that some respondents saw the facilities being used by others but not by them suggests a lack of identification with the project, at least in a pragmatic sense.

## 8. Significance of Friendship Networks

i. *The great majority of those interviewed had all, or most of their close friends outside of Riversdale.* With the exception of usual neighbourly social exchange, only a small number of residents had close contact with their neighbours and even fewer rated their neighbours among their close friends.

ii. *Riversdale as a whole is seen by its residents as a growth area, and some streets are thought of as 'transient'.* Comments on how difficult it is

to get to know people were made by several of the long standing residents. Parts of the State Housing area were defined as constantly changing over the short term but at the same time, a tendency towards increased stability is true for other State Housing areas of Riversdale.

iii. *'Blame' for lack of opportunity to meet was levelled at the lack of focal points (the shop excluded) at which residents could come together.* All activities except for ad hoc meetings in private houses required travelling to other parts of Blenheim.

iv. *Not knowing many other people in the suburb had led some respondents to doubt that widespread co-operation for a community undertaking would be forthcoming.* This response was not a common one but does reflect the circular nature of arguments for community. Without opportunities for meeting up residents are uncertain of the attitudes, interests, and enthusiasms of others for the project.

## 9. Establishing Effective Networks

i. *The most effective method of sharing and diffusing information between planners and residents was thought to be by small, neighbourhood group meetings.* This method was suggested by several respondents and met with the approval of others. They saw household meetings involving small numbers of neighbours as the best way of sharing information and feeding back ideas into the planning process. These meetings should result in the formation of a central committee which could take responsibility for leadership but the smaller neighbourhood groups would remain operational and promote the physical tasks of establishing the facility.

## 10. Problems of Finance and Labour

i. *Some respondents worry that there is currently insufficient money available to support such a venture. This concern about financial commitment may be widespread and doubtless reflects the present economic uncertainty. Confidence in their ability to provide physical help was expressed by some and represented an enthusiasm to get things started.*

## DISCUSSION

Despite the relatively small sample size for this follow up exercise several points are nevertheless clear.

i. *Enthusiasm for the proposal is abundant but probably 'quiescent'. This may well be the best way for it to remain until it is possible to present positive information. A low key approach should thus be employed until the Planning Group has a definite approach to the project and a framework in which to operate. Residents should be kept in touch but not 'over stimulated'.*

ii. *The identification of 'leaders' and diverse expertise among residents should proceed concurrently. This responsibility can be undertaken by Blenheim members of the committee. Contacts made during my visit could be followed up and new ones made so that over the next few months a comprehensive list is established.*

iii. *A 'time-line' or programme with dates should be established as soon as possible. The worst feature of our current planning process is the difficulty of establishing time goals. Some effort to do this, despite the hazards, is urgently required.*

iv. *A list of organisations or ad hoc groups which cater partly or wholly for Riversdale Residents should be established. This should include service organisations, plunket, church, 'bingo' etc. as well as obvious ones like the weaving-spinning group and playground committee.*

v. *The local shop as the current logical focus could become more involved as progress is made. There is a willingness here to promote the project and as appropriate, Mr Klemple could be more positively involved.*<sup>1.</sup>

## IMPLICATIONS

Consideration of the diverse social nature of Riversdale must continue to be a prime focus of the Planning Committee.

If the community facility is to be truly 'community' it is essential that all interests be involved in the early planning stages. This is not going to be an easy task, for while interest in the project, is very high overall, it is not matched by perceptions of the projects utility for a broad user-spectrum. The task of gaining widespread commitment will remain difficult unless its usefulness can be personally identified by individuals and groups.

Some residents are going to feel threatened by the prospect of financial embarrassment if they display enthusiasm or interest. Ways must be devised to circumvent this by ensuring that all skills and enthusiasms can be utilised.

The importance of knowing 'what is going on' has been stressed. It is essential that access to information

<sup>1.</sup> The supermarket proprietor.



should be widespread and all residents fully informed. At the same time, there are potential hazards in over-stimulating a 'public', if nothing 'concrete' is subsequently seen to happen.

Maintenance of the 'Riversdale Roundabout' as a newsletter is probably the best way to proceed with information diffusion until such times as a firm time-scale enables a network of in-suburb meetings to be set up.

Just as the establishment of the children's playground provided a focal point for the enthusiasm and interests of an identifiable group of residents, so too will some similar or parallel options through which other groups can become involved. Any real action is only going to occur through a ground swell of local enthusiasm. The task of identifying the 'catalyst' still remains but the possibility of a building, even a temporary one, is likely to be the most effective in both the short and long term.

#### SUMMARY AND CONCLUSIONS

Riversdale has historically been an area of horticultural rather than residential significance for Blenheim. As other land was 'used up' so too has the nature of Riversdale changed. Perhaps it was the gradual nature of this, but residential expansion has not been accompanied by the establishment of parks, or facilities for recreation or other leisure uses.

Rapid expansion in the 1950's and 1960's reflected the general buoyancy and optimism of the period. It was an era accompanied by an exuberant and expansive mood. Mobile people went 'out' to seek their recre-

ation and a strong element of individual independence influenced the growth of recreation for those who could afford it. Again Riversdale's history has influenced its present position. The Opawa River that surrounds it on three sides was an important part of the transport system for locals as well as a resource for fishing and bird shooting. Grove Road was the main route through to Picton and Nelson and was paralleled by the development, in stages, of the main rail link. Both of these run at right angles across the entry to Riversdale. Development along these major systems tended to leave Riversdale as a place to return to after having done things rather than a place in which to do things.

By the mid 1970's the 'exuberance' of the preceding years was winding down. In a response to this, Government sponsored organisations identified a widespread lack of 'community' and expensive promotion campaigns sought to encourage activities which supported recreation programmes, encouraged constructive use of leisure and fostered family and community life.<sup>1</sup>

The fact that Riversdale as an 'isolated community had little in the way of structures, facility or (at that stage) significant areas of open space - prompted concerned 'locals' to initiate the children's playground project. Co-operation from the Ballingers and the 'blessings' of local authorities made this venture a success. Otherwise, the suburb may still be totally without facilities.

In the mid-seventies it seemed a logical follow up, given the general reluctance to expect other than an ever expanding New Zealand, for several things to happen:

1. That the proposed sub-division would be a
- 
1. The Ministry and Councils of Recreation and Sport noted the 'need for community' and programmes which would promote Community-type objectives.

viable proposition.

2. That the Education Board would take up its 'option' and purchase the school site.
3. Given the strong support for a pre-school facility the Education Board would help provide one.
4. That the community in turn would help to establish this facility so that it would become a community centre.
5. That the school grounds would be developed in such a way they would integrate the existing Council Reserve, other open space, the existing shopping facilities (and any extensions of these) to the existing and planned housing developments.
6. Once the new sub-divisions got underway, consequent increases in the suburbs population would sustain or increase the viability of the project.

#### POST-EXUBERANCE

In 1980 there is little likelihood of the Education Board taking up its option or of them establishing any pre-school facilities, notwithstanding the apparent very real need for such an amenity.

This in turn makes each successive part of the proposal less easy to accomplish. It is paradoxical that while the 'need' for community has increased, rather than diminished, the original objectives must now be modified in ways which will dilute or reduce the comprehensive nature of the initial concept.

#### WHERE TO NEXT?

If this study has correctly identified and recorded the needs of this community then plans for the provision of a building which can fulfil some of these needs remains the only way to initiate a ground swell of local support. If residents feel financially or socially threatened by plans to accomplish this they may well back off.

Recent information and discussions which suggest a suitable nucleus building might be available and associated with the playground, offers some hope that this exciting concept may yet become a reality. As the 'thin end of the wedge' backed by strong local support much can be achieved. However, this support must be strong if it is to embrace all of Riversdale's areas and interests in a cultural and demographic sense as well as in a numerical sense.

It is now over three years since this Riversdale story began. Some additional wisdom has been added because the story is a continuing one. If hindsight is to be a good teacher the lesson for the future is to initiate positive and speedy action in a truly practical sense. The Riversdale dream will yet come to fruition.

APPENDIX 1. SHOPPING FACILITIES PREFERRED

Shopping Facility by mention.

<u>Facility</u>	<u>Number of mentions</u>
Chemist	77
Draper	48
Dairy	35
No more facilities	30
Butcher	12
Fish and Chip shop	9
Bookshop	8
Hardware	5
Doctor	4
C.S.B. Bank	3
Library	3
Garden shop	2
Better P.O.	2
Petrol Station	2
Bottle Store	1
Greengrocer	1
Hotel	1
Paint shop	1
Tea rooms	1
Dentist	1
Toilets	1
<hr/>	
RESPONSES	= 248 (70.8%)
NO RESPONSE	= 102 (29.2%)
<hr/>	
TOTAL	350

APPENDIX 2 RANKED ACTIVITIES BY SEX, AGE, GROUP AND FAMILY POSITION

Rank	Sex	
	Male	Female
1	Gardening	Gardening
2	Boating/fishing	Boating/fishing
3	Swimming	Picnicking/beach visits
4	Rugby	Swimming
5	Picnicking/beach visits	Church
6	Drives	Netball/basketball
7	Family outings	Family outings
8	Church	Reading/library
9	Golf	Sewing/knitting/cooking
10	Soccer, tramping=	Housie
11		Drives, rugby =
12	Reading/library	
13	Tennis	Meetings/clubs
14	Cricket, meetings/clubs =	Tennis
15		Community activities

Rank	Age Group	
	6 years	6 - 12 years
1	Picnicking/beach visits	Swimming
2	Swimming	Picnicking/beach visits
3	Fishing/boating	Boating/fishing
4	Family outings	Rugby
5	Drives	Netball/basketball, athletics =
6	Reading/library	
7	Rugby	Church/Sunday School
8	Church/Sunday School	Gardening
9	Tramping, walks/bike rides	Family outings

APPENDIX 2 (CONTINUED)

Rank		Age Group	
		6 years	6 - 12 years
10	(voluntary work = )		Guides/Brownies/Girls' Brigade
11			Tramping, soccer =
12	Soccer, play activities, (gardening =)		Music
14			Softball, drives =
15	Television/cinema		

Rank		Age Group	
		13 - 16 years	17 years and over
1	Swimming		Fishing/boating
2	Boating/fishing		Swimming
3	Tennis, picnicking/beach		Rugby, gardening, picnicking/(beach
4	Visits =		visits =
5	Church		
6	Soccer, drives =		Meetings/clubs, pool/snooker/darts
7			(horse-riding =
8	Music		
9	Gardening		Church
10	Horse-riding		Television/cinema, golf, softball,
11	Reading/library, tramping		(Squash, tramping, family outings,
12	Boarding, meetings/clubs =		(Badminton =
13			
14			
15	Walks/bike rides, athletics, skin, (diving, gym, table-tennis)=		