

Chapter 8

EDUCATION AND CULTURE

EVERY phase of community and private life is deeply affected by education, and few things are of greater importance. In modern times the need for an effective education system has become increasingly great, and with compulsory education every family is affected. Its requirements must therefore be given special consideration in planning, and where there is a conflict of interests, the needs of education should almost universally prevail.

The survey has disclosed that one-quarter of the population of Melbourne is concerned daily with education, either as scholars or teachers, a number comparable with that engaged in all secondary industry. But the significance of education goes far deeper than its importance in mere numbers, for it is the training for productive effort on which the prosperity of the community depends, and for those creative and cultural attainments which distinguish a civilised community. While in the broad sense education continues throughout life, it is during the early years that it takes that central place which in later years is taken by work.

A good education system needs capable and devoted teachers in adequate numbers, but however well-conceived the system of education, however well-staffed the schools, and however able and painstaking the teachers, the full benefits will be achieved only if proper facilities are available. If the imprint of the teaching on the minds of the young people is to be unhampered, there must be good buildings, well-equipped and with ample playgrounds and sports grounds, for education does not cease in the classroom and outdoor activities are essential for a balanced training.

It is, therefore, one of the major purposes of this planning scheme to see that adequate land reservations are made to meet the needs of the education system, and that these areas are situated in the most suitable places, having regard to the circumstances. Particularly is it desirable that the location should be convenient to the home and that, as far as is practicable, the younger children in particular should not be subjected to the hazards of fast-moving traffic on their way to and from school.

The urgency for such reservations has been made clear by the number of desirable school sites which have been lost to the community, during the very few years the preparation of this planning scheme has been in progress, due to

unrestricted development by other users of land. It has been extremely difficult to find suitable sites in the proper places for the schools which will be needed in the years to come, and it is essential that all the selected sites be reserved for that purpose.

Learning is not confined to the young. The crowded enthusiasm at concerts, the great popularity and use of public libraries, picture galleries, and museums are indications not merely of a desire for pleasure, but of a seeking after knowledge and for the improvement of the mind. It is appropriate, therefore that provision for cultural pursuits should be considered in conjunction with education.

SCHOOLS

The educational needs of the community are provided both by the State education system and by the schools of various religions and private organisations. The State caters for about two-thirds of the children. It is not practicable or expedient to reserve areas for private educational use because land reservation must be accompanied by suitable provisions for acquisition on an equitable basis. However, private schools will be a permitted use in both residential and rural zones. The provisions of the scheme have thus been limited to State-owned or supported schools, but, in assessing the need for schools, the proportion of the child population in the various districts that can be expected to attend other than State education establishments has been taken into account.

For present purposes four classes of educational institutions may be distinguished:

Pre-school centres.

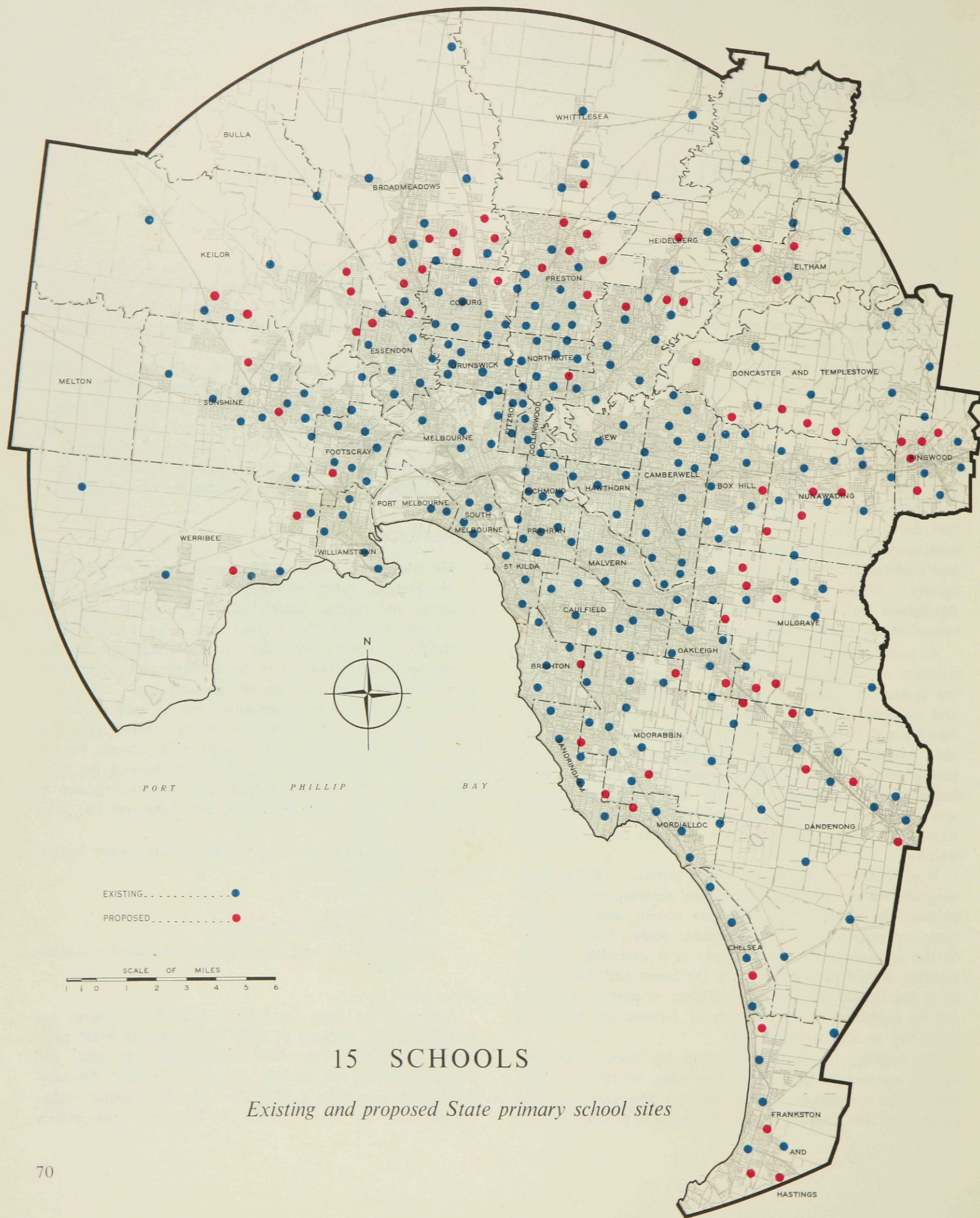
Primary schools.

Secondary and technical schools.

The University and other higher education establishments.

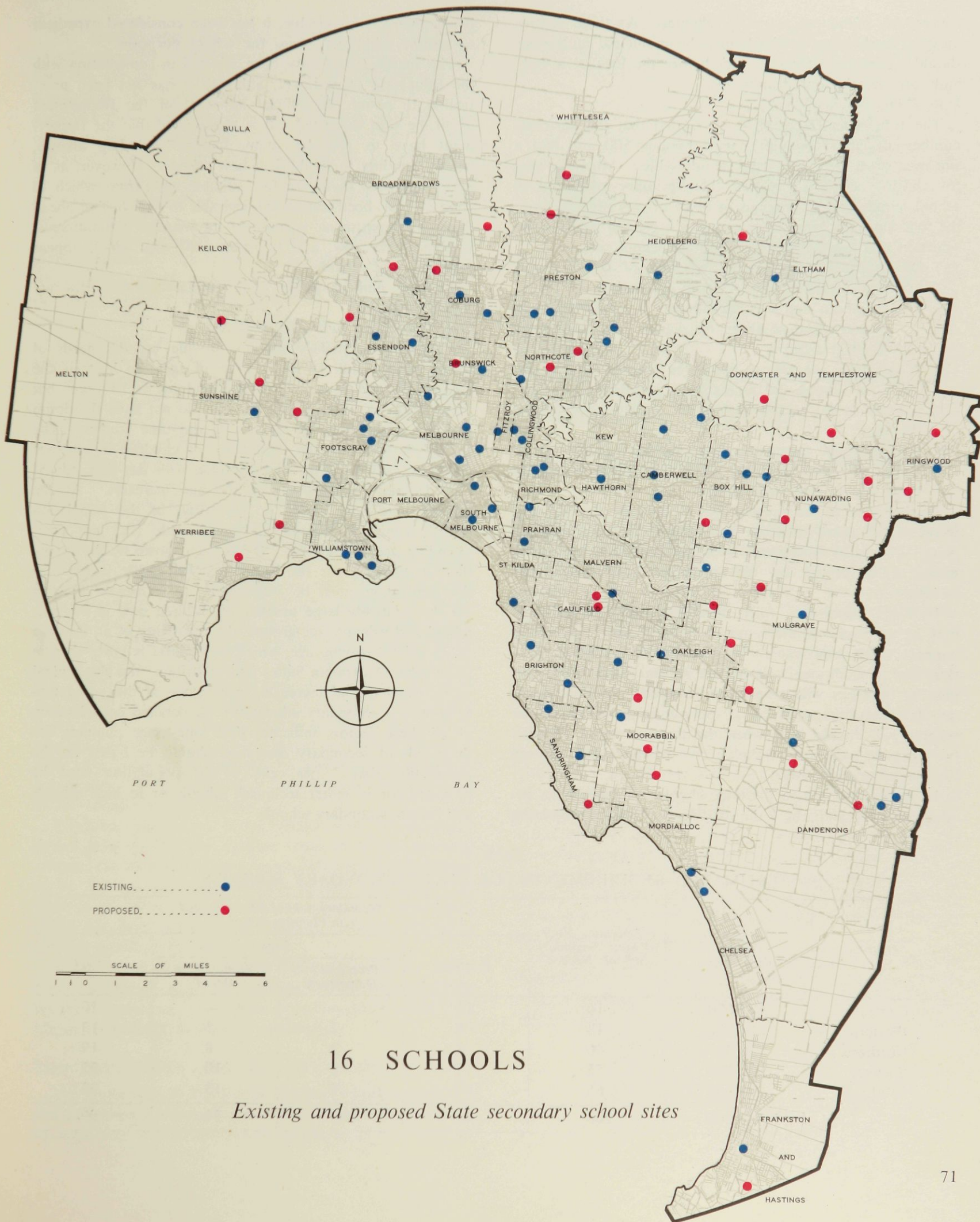
Pre-school Centres

Although not State institutions, pre-school centres are mentioned here because of their importance in local community planning. Their land requirements are small and the acquisition of suitable sites does not offer much difficulty. As they are essentially local in character, this scheme makes no provision for them. They can be more appropriately



15 SCHOOLS

Existing and proposed State primary school sites



16 SCHOOLS

Existing and proposed State secondary school sites