The Commonwealth technical training training week has been held in Victoria from May 29th to June 4th. This coincides with the Week in the United Kingdom and many other participating countries throughout the Commonwealth.

Technical training is becoming ever more important in our modern society and, as I understand it, the purpose of this Week was to emphasise this importance and, at the same time, to give interested people an idea of what a good technical training can achieve.

There are two main aims of technical schools at the present time. The first and really important aim is to continue the general education at secondary level of boys from sixth grade and higher standards. Secondly, the purpose of the Technical School is to give boys training in the applied sciences, arts, trades and agriculture.

In addition, Technical schools by means of their training help boys to find out what type of career they wish to enter; whether it be professional, technical or some form of industrial or primary production.

The courses at the Technical schools qualify students to continue with Senior Technical certificate or Diploma Courses or, alternatively, they qualify students to enter the University to complete a Degree course.

There was a time when many people looked down on technical training and technical schools, feeling this was a second class kind of education for those not able to master the more traditional subjects. The quality and scope and the purpose of Technical schools at the present time is such that if this was ever true it certainly is not true now. A good technical training and education is equal to any and for many pupils might well be better suited than the traditional education.

You might like to have some idea of the actual subjects that are studied in Junior Forms of Technical schools.

Nearly half of the time is still taken up with the Humanities - English, Social Studies, Music, Arts and Crafts; about a quarter of the time is devoted to Mathematics and Science and about one fifth to practical subjects such as Instrument Drawing, Woodwork and Metalwork. The remainder of the time is given over to Sports and Physical Education.

There is a very wide spread of careers open to children who have been through the technical school in the professional field. They can go on to become Architects, Engineers, Applied Scientists, Chemists, Technologists and Technicians of different kinds. In Commerce they can enter Accountancy, Banking or the Clerical field. In trades there are many fields open - Mechanics, Boilermakers, Bricklayers, Cabinetmakers, Electrical mechanics, Silversmiths, Television mechanics, Watchmakers or Welders.

In all the fields I have mentioned only a sample of the jobs that are open to people who have had a technical education.
So far as Hamilton & District is concerned local people quite clearly would not be so concerned with technical education in the general sense as they would be with their own technical school at Hamilton. This school was established as a purely independent Technical School at the beginning of this year. The school has a full-time enrolment of 290 junior students, it has eight senior students and a part-time enrolment of 75 apprentices and about 90 evening students.

The Junior School covers a complete four year course. Boys can enter the Junior School at the age of about 11 or 12 years and leave at the age of about 15 or 16 years. At the end of the third year boys can get their Junior Technical Certificates, and this Certificate qualifies boys for apprenticeship to many trades. However, if a lad goes on to get his Intermediate Technical Certificate this will give him a much better start for the trades than with a Junior Technical Certificate.

Training the students to enter apprenticeship trades is by no means the whole work of the Technical School. There are farm courses for the boys who wish to become farmers. These courses are carefully planned in the light of modern conditions and their purpose is to give boys an interest in efficient scientific methods of farming. This starts in the third year and continues through into the Senior School.

The gifted scholar can also enter a professional course through the Technical School, and this is one of the most important aspects of these schools. At the Hamilton Technical School five students are doing the first year of the four year Engineering Diploma course and three students have started a senior course in Agriculture. Eventually, it is hoped that the full Diploma Course in Engineering will be completed at the Hamilton Technical College and this would qualify students to go through into the 3rd year of a Degree Course at the University.

It is clear that this new Hamilton Technical School has made a very fine start, and it is expected that its students will become leaders throughout the Community. As a result of their participation in the school they will be able to find a better and more prosperous place in the community for themselves and their families.

I hope many people saw the samples of work being done at the Hamilton Technical College, which were exhibited on Monday, May 29th and Tuesday, May 30th, in the Town Hall. In addition, there was an Apprenticeship Award Night when Mr. Graeme Greenburger, an Overseas Foundation Scholarship Winner, was the Guest Speaker.

These exhibitions and the Award Night should have given an insight into the work that the school can do, and into the manner into which it can train its students for their future life.

The school is undoubtedly a great asset to Hamilton. I wish its Headmaster and Staff and all the Students who are
passing through it all the best for the future.

I would not like it thought I was unaware of the
dine work done by other Technical Schools, especially the
Warrnambool School, but I have devoted a large part of this
talk to the Hamilton School because this is the first year of
the Technical School's independence from the High School.