leather processing, paint-manufacture, laundry and dry cleaning, fertilizers and certain other chemical industries, plastics, and the utilization of forest products. These and other developments of our secondary industries call for the establishment of teaching and research institutions both to train technicians and to carry out research into problems of production.

We feel that provision for such training and research could best be made by transforming the main technical schools into institutes of technology and applied science, and that these schools should abandon their present function as post-primary schools and concentrate, in their higher branches, on special tasks. We believe, however, that the efforts of the institutes we envisage should not be dissipated in an attempt by each to cover too many activities, but that a specific field—for example, textile technology—should be concentrated in one institute, which would act as a national school.

Because no such centre of training has as yet been established in New Zealand there is an excellent opportunity for sound planning and for economic and efficient use of national resources. We believe that the need is great at present and that it will increase with the expansion of industy and of population. At present technicians have either to be imported or to learn by trial and error.

X. FACTORS AFFECTING RECRUITMENT OF SCIENTISTS

In our questionnaire to scientists we invited opinions on the adequacy or inadequacy of the present inducements to enter upon a scientific career. Comments were requested also on whether the present recruitment of scientists is being adversely affected by initial salaries, salary and promotion prospects, or other specific causes.

Reference is made by some scientists to the fact that the opportunity of performing work which is both interesting and socially useful is a strong attraction for the student with inclination and aptitidue for scientific studies. A keen interest in the work and personal satisfaction in achievement do operate as powerful inducements to taking up a career in science.

On the whole, however, opinion was directed more towards the improvement of the material incentives, and the removal of differences in the conditions of recruitment which apply within a number of the scientific fields.

These points will be noted under the following headings:—

A. Bursary schemes and guaranteed positions.
B. Senior posts.
C. Salaries.

A. Bursary Schemes and Guaranteed Positions

Some of our informants drew attention both to the inadequate number of bursaries and the low monetary value of some of them. The first concern, however, was with the inadequate value rather than the number. Stress was laid on the need for bringing the value of bursaries in the different subjects more into line, as otherwise too great a proportion of the able students are drawn into some fields to the detriment of others.

A further dissimilarity occurs in that some bursaries offer an opportunity for permanent employment—*e.g.*, the Education Department's bursaries for the post-primary teaching service.

Admittedly the bursar is required to enter into a bond to give a stated period of service following the completion of the University course as a condition under which the bursary is awarded. However, the opportunity of a permanent appointment, which is also implied, acts in many cases as an inducement.