

Although much valuable detail was collected in these eight continental countries, the investigation was more in the nature of a comparative study of organization, and a seeking after fundamental education and research administrative principles which have been adopted as a result of experience in older countries, and which should not be overlooked or ignored in a younger country such as New Zealand, which is on the threshold of important decisions affecting forestry education and research.

The writer must record his appreciation of the opportunity to undertake this tour of duty: he has found it impossible to record in this report the benefit gained by personal contact with so many eminent European foresters, but cannot too strongly emphasize the value of overseas contacts in gaining perspective of our own national problems. The report is divided into ten Chapters, dealing in turn with the institutions in each country visited, and concluding with a Chapter summarizing conclusions and recommendations.

CHAPTER I—GERMANY

1. Perhaps in no other field of science is education and research so closely interrelated as in German forestry, which can claim to be the oldest established in the world.

There is no country where its influence has not penetrated, and the names of such great German foresters as Hartig, Coota, Hundeshagen, Pfiel, Pressler, Judeich, Gayer, and Schwappach are world renowned, apart from Schlich and Brandis, so well known to British Empire foresters. Thus, although the progress of forestry education and research has been retarded by the war, and adversely influenced by Nazi administration, German forestry must continue to claim world interest.

PRE-WAR FORESTRY EDUCATION IN GERMANY

2. Despite the centralization of forestry authority in the German Forest Service (Reichsforstamt) since 1934, which laid down the over-all policy, the administration of each "land" (region) was completely independent as regards forestry education and research. This independence was jealously guarded and probably resulted in some lack of uniformity and even standards.

3. Before the war, higher forestry education was taught at six colleges, namely—

- (1) *Forest College of Tharandt*.—Established in 1811 as a Government Forestry Institute; in 1929 became a branch of the Polytechnical University of Dresden. (Now in Soviet Zone.)
- (2) *Forest College of Eberswalde*.—Founded in 1821 as a branch of the Berlin University, but transferred in 1830 to Eberswalde as the Forest College and Research Institute for Prussia. The course of study and research included both forestry research and timber technology. (Now in Soviet Zone.)
- (3) *Forest Institute of the University of Freiburg (Baden)*.—This Institute was the result of the amalgamation of the Forest Institutes of Karlsruhe and Tuebingen in 1920. The Forestry Research Institute of Baden is also situated at Freiburg. (Now in French Zone.)
- (4) *Forest Institute of the University of Giessen (Hessen)*.—Founded in 1825, was the oldest forest school attached to a University in Germany; connected with Giessen was the Forestry Research Institute of Hessen. (Closed down as redundant in 1938.)
- (5) *School of Forestry, Hann-Muenden (Hanover)*.—Founded in 1868 as a separate college; became incorporated in the University of Goettingen as a faculty in 1938. (Now in British Zone.)
- (6) *Forest Institute of the University of Munich (Bavaria)*.—Formerly at Aschaffenburg, was removed to Munich, becoming incorporated in the University in 1910. Affiliated with the faculty is a Forestry Research Institute. (Now in American Zone.)